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研究生姓名
Name of Student

梁庭初
Leung Ting Chor

專修範圍
Specialization

教育行政
Educational Administration

論文考試委員會
Thesis Examination Committee

論文導師
Thesis Supervisor

陳若敏 博士 Dr. Benjamin CHAN

校內委員
Internal Examiner

鄭燕祥 博士 Dr. Yin-Cheong CHENG

校內委員
Internal Examiner

曾榮光 博士 Dr. Wing-Kwong TSANG

校外委員
External Examiner

Dr. R.J.S. MACPHERSON

學部主任
Division Head

盧乃桂 博士 Dr. Leslie N.K. LO

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Title: Development of Organizational Commitment in Hong
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Thesis Examination Committee

Dr. Benjamin Chan Y.M. (Thesis Supervisor)

Dr. Cheng Y.C.

Dr. Tsang W.K.

Student: Leung Ting Chor

Date: 19.06.1991

thesis

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Abstract

The problem of teacher mobility and teacher wastage has been becoming more serious in recent years. The high turnover rate for teachers will directly affect the quality of education. As a result, the study of organizational commitment for school teachers will be one of the most important issues in school management in Hong Kong.

This study was conducted to investigate how the school teachers develop their commitment to the school. The research strategy used in this study was case study. The unit of analysis in this study was the school teacher.

Twelve Christian teachers of different career stages at the time of study were chosen from a Christian school for carrying out the study. Four teachers from each of the three career stages (i.e. the early employment career stage, the middle career stage and the late career stage) were chosen. Besides, the school principal, two experienced teachers presently working in the school and two former teachers that have left the school a few years ago were also invited as "member check". The data were collected by in-depth interview and supplemented by documentation and observation. The interviews were tape recorded and each interview lasted for 45 to 60 minutes.

The results showed that teacher job satisfaction and how, by comparison with external working environment, a teacher perceived his working environment determined his organizational commitment for the school.

Teacher job satisfaction was determined by the teacher's acceptance for the school and his satisfaction in teaching. It was noted that whether the teacher could exercise his role smoothly or not would determine the degree of his satisfaction in teaching and his acceptance for the school. Furthermore, the students' feedback would influence how the teacher exercised his roles and hence moderates the degree of his satisfaction in teaching. On the other hand, the school factors such as the principal behaviors, colleague relationship, staff social relationship and group norms would contribute to encourage or discourage a teacher to exercise his roles and hence moderate the degree of his acceptance for the school. The teacher's roles were determined by his knowledge about teaching profession and his hierarchy of needs.

The perception of the environments, both internal and external, by the teacher was determined by his hierarchy of needs.

A model, based on the collected data, was proposed to account for the development of organizational commitment of the teachers. Finally, recommendations on the improvements of the organizational commitment of the teachers for the school and the agenda for future research were made.

Chapter I Introduction

General description of the area of concern

In organizational management, the problem of how to maximize the employees' performance is the major concern. Having recruited, selected, trained and assigned people to jobs, the organization will focus on providing conditions that will maintain a high level of performance from the employees and permit individual employees to meet some of their needs through membership and work in the organization. Actually, the employees have expectations about such things as salary, working conditions and support that go with a job and so on. Many of these expectations are implicit and involve the person's sense of dignity and worthiness. Violation of these expectations will lead to employee turnover. On the other hand, the organization also has its own implicit and subtle expectations like expectations on the employee to enhance the image of the organization, to be loyal to the organization and to do his or her best on behalf of the organization. If the expectations of the employee and those of the organization can match together, both parties will benefit; otherwise, both parties will suffer.

Schein (1978) argues that the employee's commitment to an organization depends on the matching process between his/her needs and the organization's needs. If the matching process is optimal, the employee's commitment will be high, otherwise, it will be low. It is noted that the employee's needs and the organization's needs will change over time. It follows that the level of employee's commitment to the organization will also change as time goes by. Meanwhile the expectancy of employee will also change over time. A need that has once been valued very high by the

employee will suddenly become very low. As a result, even the organization can make provision to the employee's real need but by then it may not be valued by him. Thus the matching process may still be undesirable. It is therefore concluded that the study of organizational commitment for an individual should be viewed from the developmental perspective and that the process in which how an individual behaves in response to his personal value for a need is worth studying.

Background of study

In recent years, the teachers' turnover rate in Hong Kong is getting serious. According to a survey about the teachers' turnover rate in Hong Kong Aided Secondary schools (Wong, 1990), the rate is 8.53% one year. Among these teachers, 44.36% of them are of less than 3 years teaching experience and 26.81% are of 4-6 years teaching experience. The remaining are having a teaching experience of more than 6 years. Besides, there is 6.12% of the total number of teachers moving from one school to another. If the teachers' turnover rate (8.53%) and the transference rate (6.12%) are considered together, they will account for 14.65% of a school annual average turnover rate. Indeed, such a high turnover rate will definitely affect the normal functioning of the schools and will in turn affect the teaching quality.

Looking from another perspective, the percentage of university graduates choosing teaching as their career has constantly been declining since 1983. In the University of Hong Kong, the percentage dropped from 38.5% in 1983 to 19.3% in 1988, while in the Chinese University of Hong Kong, it dropped from 46.5% in 1983 to 20.8% in 1988 (Wong, 1990). The

above finding suggests that there are fewer university graduates entering the profession. Therefore how to retain experienced teachers and attract young graduates into the teaching profession is an issue worth studying.

Research finding discovers that organizational commitment is a reliable predictor of employees' turnover (Mowday et al., 1982). Therefore, the study of organizational commitment of teachers is a way to understand teachers' turnover. Besides, organizational commitment focuses not only on how to retain employees in the organization, it also focuses on how to motivate employees' sense of belongings which is so crucial in encouraging them to contribute their best to the organization. So the study of organizational commitment can provide insight to the school administrators concerned about the management of school teachers. Furthermore, the attractiveness of the teaching profession could also be understood through the study of teachers' commitment.

On entering a school, a new teacher has to learn about the norms of the school from his colleagues and also to adapt to the administrative procedure of the school. At the same time, he might have expectation about himself (e.g. hoping to become an effective member as quickly as possible) and the school (e.g. appreciation from the school and getting promising prospect). On the other hand, the school might expect him to meet the school requirements such as maintaining proper classroom management, competence in handling subject matter and etc. As to the experienced teacher, since he has already adapted to the norms and the administrative procedures, his needs will be quite different from those of the new teachers. At this stage of career, he will be more aware of his

significance in school (e.g. opportunity to participate in decision making) (Hui, 1984) and age appropriate position (e.g. being promoted at the age of 28-33) (Sikes, 1985). On the other hand, the school might expect him to meet the school's needs like playing the role of a mentor to others or taking up some administrative work.

In order to have the new teachers and the experienced teachers generate sense of commitment, loyalty and enthusiasm for the school, two conditions must be satisfied. First, the teachers' expectations as to what the school will offer for them and what they should pay back to the school in return should commensurate with that of the school as to what it will offer for the teachers and what it is expecting to get back from them in return. Second, the nature of what is actually exchanged for must be satisfied: such as social need satisfaction and security in exchange for hard work and loyalty; opportunities for autonomy and challenging work in exchange for highly productive and qualitative work, and creative effort in the service of school goals; promotion in exchange for longevity; or various combinations of these and other things.

To conclude, the relationship between the individual teacher and the school is an interactive one. It is unfolding through which mutual influence and mutual bargaining are achieved in order to establish and reestablish a workable mutual expectation. We cannot understand this psychological dynamics if we look only to the teacher's motivations (personal factors) or only to the school conditions and practices (organizational factors). Besides, the external environment factor such as the availability of job choice will also affect teachers' commitment. Wong (1989) found that quite a number of teachers had expressed that if job

choices were available, they would consider to leave the teaching career. Therefore the external environment factors are worth paying attention to the study of teacher's' commitment to school. Moreover, the mutual expectation between the teacher and the school will keep on negotiating throughout the teaching career. The teacher's needs and the school's needs always change as time goes by. In addition, the personal values of the teachers for their needs may also change as time goes by. The study of teacher's commitment should therefore be viewed from the developmental perspective.

Purpose of study and its problem

In this study, the researcher will study the way how the secondary school Christian teachers develop their organizational commitment in school.

In most of the researches done previously, the results on organizational commitment studies are correlational (Mowday et al., 1982). Little is known about how and why the factors influence the employee's commitment. In this study, the researcher will study how and why the antecedents of organizational commitment would influence the teacher's commitment at each stage of career. As a result, case study approach will be used contrasting with the quantitative approach which is so prevailing in many organizational commitment studies.

A teacher's commitment at a certain stage of the career is dependent on the effectiveness of the matching process between the teacher's needs and the school's needs. As time goes on, the teacher will gain more experience and so his needs will change. This will finally lead to a change

in his expectations on the school. On the other hand, in the ongoing process of development, the school keeps on changing needs and hence its expectations on the teacher will change too. Moreover, a teacher may change his personal values for the needs over time. As a result, the factors that influence the development of organizational commitment of teachers at various career stages and how an individual teacher will behave in response to his values for his needs will be included in the scope of this study.

In summary, this study will tackle the following problem:

How do the secondary school Christian teachers develop their organizational commitment in a Christian school?

On the basis of this major problem, this study attempts to answer the following questions:

1. How do the personal factors, organizational factors and external environment factors influence the organizational commitment of the teachers ?
2. How do the teachers behave in response to their personal values for needs of the hierarchy?

Significance of the study

In Hong Kong, there had only been few studies carried out for the investigation of the organizational commitment among the school teachers, Wong (1989) and Cheng (1990) are one of these few studies. However, their

studies focused on finding the antecedents of organizational commitment and did not attempt to differentiate how and why the antecedents of organizational commitment could influence the teacher's commitment to a school . In this study, how and why these antecedents influence the teacher's commitment will be included. In addition, how the teachers at different career stages behave in response to their personal values for their needs will be investigated. In fact, there has been criticism from Mowday et al. (1982) that:

"most researches on organizational commitment have been cross sectional in design few that have examined relationships between commitment and other variables across time." (p. 72)

In brief, the researcher believes that this study will remedy the deficiencies of the previous researches and contribute to the following theoretical and practical significances:

1. It will fill the research gap of the organizational commitment of secondary school teachers in Hong Kong through a developmental perspective. Moreover, it will enrich the literature of Hong Kong teachers' commitment as only a few studies have been done in this respect.
2. It will deepen the understanding of the interrelationship among the antecedents of the organizational commitment of secondary school teachers. At the same time, it will supplement the short fall

of the prevailing researches which employ mainly the quantitative approach.

3. It will give some directions to the local secondary school principals in motivating their teachers' organizational commitment for the schools.

Chapter II Literature Review and Theoretical Framework

Concept of organizational commitment

Competing definitions of commitment

When one considers the literature on the topic of organizational commitment, divergent definitions are found. As the area grew and developed, researchers from various disciplines ascribed their own meanings to the topic and hence increased the difficulty involved in understanding the construct (Mowday et al. 1982). In order to combat the problem of widely divergent definitions, some researchers have suggested typologies into which the various approaches to commitment can be organized. Two major approaches to organizational commitment have dominated current thinking (Griffin & Bateman, 1986).

Etzioni

Etzioni (1961) identified three types of commitment: moral, calculative, and alienative. The third type, alienative, is the least relevant here because it arises due to coercive control resulting in continued membership but not the true commitment defined by the desire to remain and so forth. Calculative and moral commitment, however, have been quite influential in commitment theory and research (Griffin & Bateman, 1986).

Moral commitment represents a positive and intense orientation toward the organization that is based on the internalization of the goals, values and norms of the organizations and on an identification with authority. It should be relatively independent of inducement levels.

Calculative commitment represents a less intense relationship with the organization and is largely based on the exchange relationship that develop between members and the organization. It closely fits March and Simon's (1958) inducements-contributions model in which employees consider the balance between their contributions and the inducements or intrinsic rewards (Gould, 1979).

Staw and Salancik

From the perspectives of organizational behavioral researchers and social psychologists, Staw (1977) and Salancik (1977) have made distinction between behavioral commitment and attitudinal commitment respectively. Behavioral commitment refers to the process by which past behavior binds an individual to the organization. It is also viewed as the instrumental form of organizational commitment (Kiesler, 1971). Attitudinal commitment refers to the process by which the individual comes to desire to maintain organizational membership and to identify with the goals and values of the organizations. It is also viewed as the affective form of organizational commitment (Steers, 1977; Wiener, 1982).

In view of the two streams of typologies, it is easy to recognize that the Etzioni's moral commitment corresponds to the attitudinal commitment proposed by Staw and Salancik. Meanwhile, the Etzioni's calculative commitment can be represented by the behavioral commitment suggested by Staw and Salancik.

Definition of organizational commitment

On the basis of attitudinal behavioral dichotomy, Mowday et al. (1982) adopted the attitudinal approach to define organizational commitment as the relative strength of an individual's identification with and involvement in a particular organization. Conceptually, it is characterized by the following dimensions (1) a strong belief in and acceptance of the goals and values of the organization; (2) a willingness to exert considerable effort on behalf of the organization; and (3) a strong desire to maintain membership in the organization. This definition has been widely accepted in organizational research (Cheng, 1990). Alternate concepts in this domain are referred as organizational involvement (Gould, 1979) and organizational identification (Hall et al. 1970).

Antecedents of organizational commitment

Dimensions of antecedents

In order to study the effect of the antecedents on organizational commitment within an organization, different researchers have grouped the antecedents into different categories. Steers (1977) suggests to group the antecedents into three main categories: personal characteristics, job characteristics and work experiences which include group attitudes and organizational dependability. Morris & Steers (1980) later suggest the need to add a fourth category of antecedents, namely, structural characteristics which include formalization, functional dependence and decentralization of the organization. Glisson & Durick (1988) classify them into three categories of worker characteristics, job characteristics and organization characteristics. Recently, Cheng (1990) conceptualizes the

organizational commitment is subject to the influence of personal attributes and organizational factors which include principals' leadership style, organizational structure, social norms, organizational culture and perceived organizational effectiveness.

In fact, Getzels and Guba (1957) suggest that an organization is a social system which includes organizational dimension and individual dimension. The interaction of these two dimensions influence the organizational behavior such as organizational commitment of the employees in the organization. Base on this conceptualization, the antecedents of organizational commitment can be grouped into two categories: Personal factors and organizational factors.

In view of organizations as social systems which are open, Bolman & Deal (1984) suggest that

"everything outside the boundaries of an organization even though the boundaries are often nebulous and poorly drawn, is seen as (external) environment."
(p.44)

Moreover, Zaltman et al. (1973) comment that

"the external environment consists of those relevant physical and social factors outside the boundaries of the organization ... that are taken into consideration in the decision making behavior of individuals in that system." (p.114)

It follows that the effect of external environment on employees' commitment should not be neglected though the external environment of schools are complex and difficult to analyze.

In brief, the study of employees' commitment to an organization can be conceptualized as the behavioral outcome of the interaction of the three factors: personal factors, organizational factors and external environment factors.

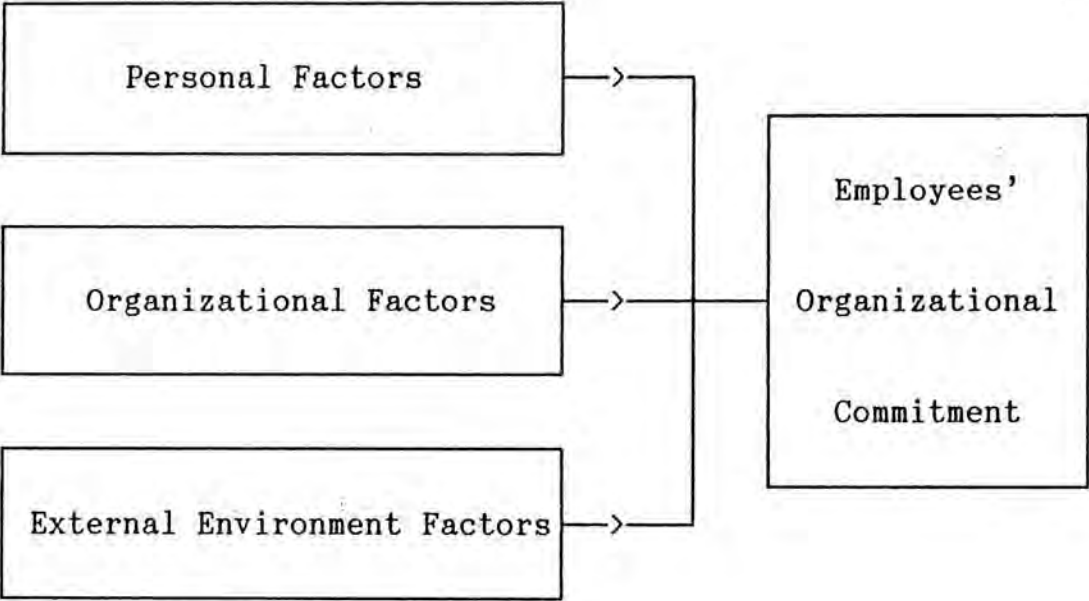


figure 1 Factors affecting the employees' organizational commitment

Antecedents of organizational commitment

Personal Factors

The employees' commitment could be predicted by personal characteristics include locus of control (Cheng, 1990), age and tenure (Angle & Perry, 1981), gender (Grusky, 1966; Hrebiniak & Alutto, 1972), and education (Morris & Steers, 1980; Steers, 1977). Non-demographic individual difference variables include central life interest (Dubin et al. 1975), protestant work ethic (Hulin & Blood, 1968), job and role expectations (Stumpf & Hartman, 1984) and personal needs (Steers, 1977).

Organizational Factors

The organizational factors consist of Job characteristics, leadership, work group and organizational characteristics

The job characteristic variables such as job scope, challenge, or motivation potential (Bateman & Strasser, 1984; Buchanan, 1974; Hall et al., 1970) , task identity, feedback, responsibility and autonomy (Steers, 1977, Koch & Steers, 1978) are found to be related to employees' commitment.

Organizational commitment is found to be related to leadership such as supervisory relations (Fukami and Larson, 1984), initiating structure and consideration (Morris & Sherman, 1981), leader reward behavior (Bateman and Strasser, 1984) and charismatic leader behavior (Conger et al., 1988). In fact, Sergiovanni (1984) and Bennis (1984) have suggested that the cultural leadership has significant impact on the employees' behaviors.

Interaction between members of the work group was found to result in greater social involvement of the members in the organization. Moreover, the more positive was the group attitudes towards the organization, the higher was the employees' organizational commitment to the organization (Buchanan, 1974; Steers, 1977). In fact, the researchers who focus on using social norms as theoretical framework to investigate organizational commitment argue that the social relationship dominate employees' perceptions and commitment to the organizations. (Mock & Seashore, 1981; Hackman, 1976).

Furthermore, organizational commitment was found to be related to organizational characteristics such as formalization, functional dependence

on the work of others, decentralization and participation in decision making (Morris and Steers, 1980; Rhodes and Steers, 1981). Moreover, employees' commitment was also related to organizational culture (Hunt et al., 1984; Schein, 1985; Selznick, 1957).

External environment factors

Organizational commitment is found to be related to economic factors such as job choice availability and job attraction (Forrest et al., 1977; Pfeffer & Lawler, 1980; O'Reilly & Caldwell, 1981; Rusbult & Farrell, 1983). Further, teachers' commitment is also found to be related to the teacher dissatisfaction with the social prestige of teachers (Wong, 1989). In fact, teacher professionalization, which is a sign of social prestige, is overwhelmingly suggested to be the way to retain teachers in teaching profession (Wong, 1990; Cooke, 1990).

Concept of needs and values

Concept of needs

The concept of needs refers to those conditions which are required to sustain the life and well being of a living organism. With respect to man, needs can be classified as physical needs and psychological needs. The former refers to requirements of a healthy, properly functioning body (food, water, air, rest). The latter refers to requirements of a healthy, properly functioning consciousness (e.g. sensory stimulation, self-esteem, pleasure). The needs are objective requirements of an organism's survival and well-being. They exist whether the organism has knowledge of them or

not. They exist whether the organism consciously desires these conditions (and the actions required to attain them) or not. (Locke, 1976)

Maslow's hierarchy of needs theory

Abraham Maslow (1954) suggested that the driving force that causes people to join an organization, stay in it and work toward its goal, is actually a hierarchy of needs. He proposed that man has five levels of needs. When the lowest order of needs in the hierarchy is satisfied, a higher order need appears, and since it has the greater potency at the time, this higher order need drives the individual to attempt to satisfy it.

Level 5	Self-actualization	The desire to become more and more what one is, to become everything that one is capable of becoming, autonomy, self direction
Level 4	Esteem	The need for recognition and approval of others
Level 3	Social affiliation	Love, belonging, acceptance by others
Level 2	Security and Safety	The need for freedom from physical threats and harm as well as the economics security
Level 1	Physiological needs	The basic biological functions of the human organism e.g. food, water and sex.

Later, Porter (1961) reformulated Maslow's original hierarchy. He identified a hierarchy of five prepotent needs that is a little different from Maslow's.

Level 5	Self actualization	Working at full potential Feeling successful at work Achieving goals viewed as significant
Level 4	Autonomy	Control of work situation, influence in the organization, participation in important decisions, utilize organizational resources
Level 3	Self-esteem	Titles, feeling self-respect, evidence of respect by others, status symbols, recognition, promotions, awards, being part of "insiders" group
Level 2	Affiliation	Belonging to formal and informal work groups, friendships, professional associations and unions, acceptance by peers beyond the immediate organization
Level 1	Security	Pay, union, seniority, retirement plan, policy protections establishing orderly evaluation and the negotiated contract.

The additional level in the hierarchy was autonomy. This refers to the individual's need to participate in making decisions that affect him or her, to exert influence in controlling the work situation. to have a voice in setting job-related goals, and to have authority to make decisions and latitude to work independently.

The needs hierarchy theory contains two fundamental assumptions. First, individuals are wanting creatures; needs constitute the main driving force behind human behavior. Second, needs are universal across individuals and are arranged in a hierarchy of prepotency.

However, it is probably unrealistic to assume that employees are motivated by any particular needs inducement that is applicable only to that group. The personal variables, such as life and career goals, and differing family and financial obligations or situational contingencies such as differing secure environment will moderate the motivational effect on the employees (Owens, 1987). In fact, Thomas Sergiovanni and his associates attempted to find out "at what level teachers are with respect to the hierarchy of prepotent needs. We need to know their level of prepotency ..." (Sergiovanni & Carver, 1973) because worse is the likelihood that "freshly trained school executives who overestimate the operating need level of teachers and scare them off with ultraparticipatory self-actualizing administration are as ineffective as others who deny teachers meaningful satisfaction by underestimating operating need levels." (Sergiovanni & Carver, 1973). It implies that how the employees value the needs should be taken into consideration when applying the hierarchy of needs to motivate the employees to work.

Concept of values

A value "is that which one acts to gain and/or keep" (Rand, 1964, p.15). It is what a person consciously or subconsciously desires, wants or seeks to attain. All values have two attributes (Rand, 1966): content, or what is wanted or valued; and intensity, or how much it is wanted or valued. Every emotional response reflects a dual value judgement: the

discrepancy between what the individual wants (including how much he wants) and what he perceives himself as getting, and the importance of what is wanted (or that amount of what is wanted) to the individual (Locke, 1969). Therefore the accurate estimates of affect intensity (e.g. degree of satisfaction) reflect both percept (or cognition)-value discrepancy and value importance.

As we have discussed, needs are objective in that they exist regardless of what the person wants but values are subjective in the sense that they are in consciousness (that is, they are standards in the person's conscious or subconscious mind). While needs are innate (inborn), values are acquired (learned). While all men have the same basic needs, men can differ in what they value. While his needs confront man with the requirement of action, his values determine his actual choices and emotional reactions. In conclusion, since values are acquired rather than innate, since men have the capacity to choose their values, and therefore such values may or may not be congruent with their needs (Locke, 1976)

Expectancy models of motivation

Rewards will be valued by an individual to the extent in which he believes they will provide satisfaction of his needs for security, social affiliation, esteem, autonomy and self actualization. Although there is a certain degree of stability to the value of rewards over time for a given person, it is also clear that the values can and do change, depending upon various circumstances in the environment. Taking the values of the needs perceived by the individuals into consideration for studying employees' motivation, expectancy theory was introduced. In contrast to the Maslow's hierarchy of need theory which focuses on explaining the things that

motivate behavior, expectancy theory focuses on the behavioral processes which are concerned with the problem of how behavior is started, sustained and stopped (Vroom, 1964)

Expectancy theory rests on two fundamental assumptions. First, individuals make decisions about their own behavior in organizations using their abilities to think, reason, and anticipate future events. Motivation is a conscious process determined by laws. People subjectively evaluate the expected value of outcomes resulting from their actions, and then they choose how to behave. Secondly, forces in individual such as individual values interact with environmental components such as organizational climate to determine behavior (Hoy & Miskel, 1987).

Expectancy theory builds on these assumptions with the concepts of valence, instrumentality, and expectancy. Valence refers to the perceived positive or negative value or attractiveness that an individual ascribes to outcomes for working in an organization whereas the outcome means the consequence of an individual's behavior. It is the strength of a person's desire for a particular reward. Instrumentality refers to the perceived probability that an outcome with a valence will be forthcoming after a given level of performance or achievement. Instrumentality is high when individuals perceive a strong relationship between performance and being rewarded. Expectancy refers to the subjective probability or degree of certainty that a given effort will yield a specified performance level. In contrast to instrumentality, which is an outcome-outcome (performance-reward) association, expectancy is an effort-outcome (behavior-performance) relationship.

Generally, motivation to behave in a certain way is greatest when the individual believes that (1) the behavior will lead to rewards (high instrumentality) (2) the outcomes have positive personal values (high valence) and (3) the ability exists to perform at the desired level (high expectancy). Investigations conducted in educational organizations based on expectancy theory has been demonstrated that expectancy model is a good predictor of job satisfaction (Miskel et al., 1980; Miskel et al., 1983) which in turn was found to be related to organizational commitment (Williams & Hazer, 1986; Rusbult & Farrell, 1983; Morrris & Sherman, 1981).

Theoretical framework of this study

Conceptualization

The previous researches on the antecedents of organizational commitment have always been cross-sectional in design. Although these studies are useful in identifying the types of personal factors, organizational factors and external environment factors that may be related to organizational commitment, they provide less insight into the causal nature of these relationship. In fact, commitment should be viewed as a stable attachment to the organization that develops gradually over time. It is best characterized as a process that unfolds over time. To develop a better understanding of employee's commitment, it is necessary to focus attention on the process through which the employee to become committed to the organization.

Schein (1978) argues that it is not reasonable to assume that people leave 'family and self' at home when they come to work, and that home family/self issues are of no interest to the business of the organization.

He then argues that every person exists in a world where there are multiple issues and problems to be dealt with. Every person is subject to the influence of the following three categories of issues 1) biological and social ageing processes 2) family processes and 3) work. These three develop cycles with their own dynamics and interact with each other in complex ways to affect the needs of an individual.

The organizational behaviors are the results of matching processes between organization and individual. Both the individual and the organization exist within a society -- a social structure, a culture, a value system which defines occupations, criteria for success, and the expected paths through life. The culture, through its value system, influences both the organization and the individual in terms of what is considered to be a good career, appropriate work, a good place to work, an appropriate level of ambition and what success is, etc. From a developmental perspective, the values surrounding work and career are themselves changing, which means that in a given organization there may be simultaneously several sets of values represented in employees and managers of different ages.

The matching processes bring the individual and the organization together into a mutually profitable relationship. Recruitment, selection, training, job assignment, performance appraisal, promotion etc. are viewed as matching processes. For example, the organizational recruitment and personnel development policies will ultimately reflect the environmental conditions which operate. These conditions identify as a major activity on the part of the origination its planning function in order to identify for both the short- and long-run what its needs for human resources will be.

These planning activities must take into account the career development cycle, focusing not only on initial recruitment, but also on the growth and development of human resources, levelling off and disengaging as people's needs change or as the nature of the work changes, and retirement and replacement. Indeed, such organizational planning must take place for the sake of organizational effectiveness, whether or not any individual career planning takes place.

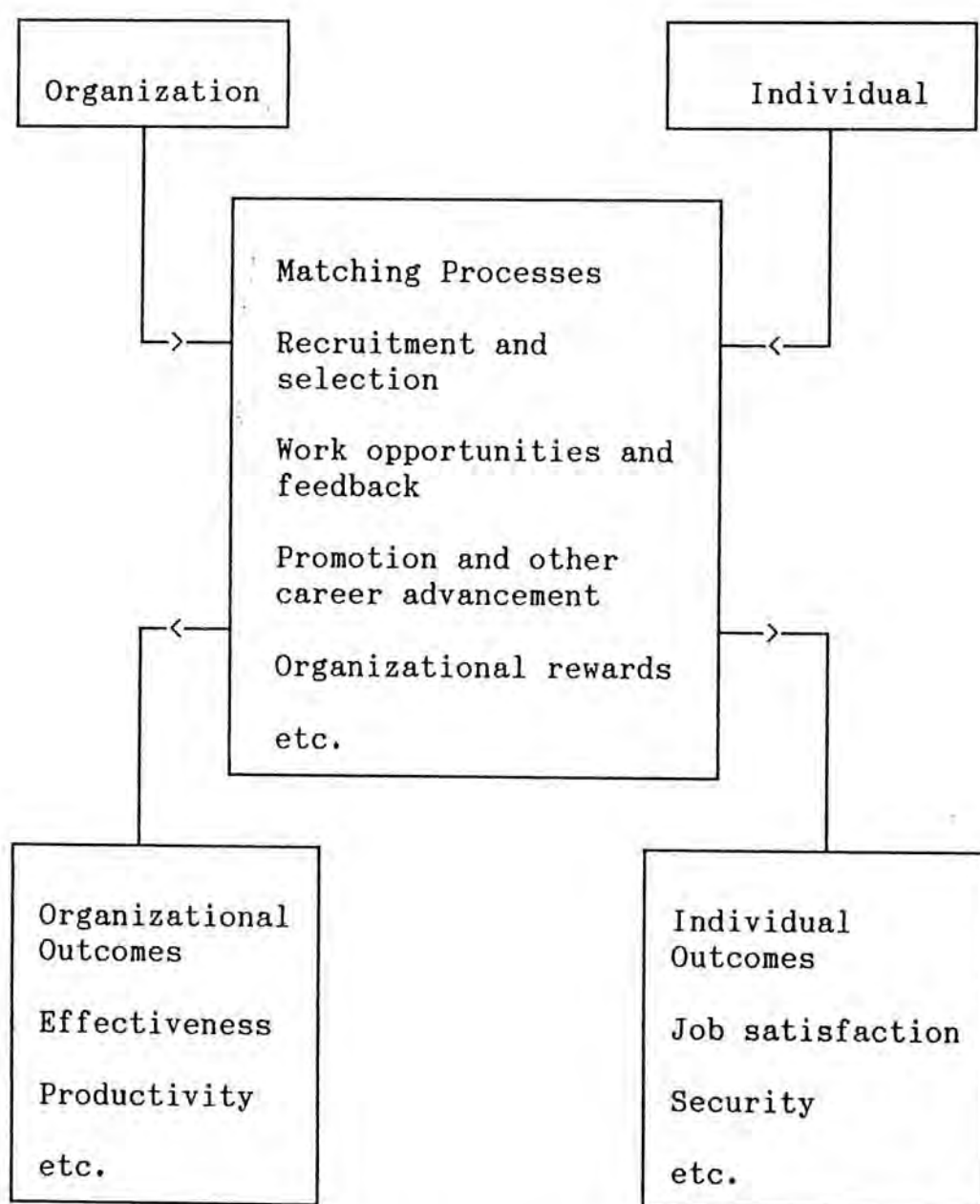


Figure 2 Matching process between organization and individual

If the matching processes work optimally, both the organization and the individual will benefit -- increased productivity levels, creativity and long-range effectiveness for the organization and job satisfaction, security, optimal personal development, and optimal integration of work and family for the individual. Figure 2 summarizes the main theme of the matching process between an organization and an individual.

The idea of matching processes suggest that the employee's needs and the organization's needs will change over time. What the employee is looking for in a job at his early career stage may be completely different from what he needs at his later career stage (Hall, 1976; Schein, 1978). Similarly, what the organization expects of a person during a period of rapid growth may be completely different from what that same organization expects when it has leveled off. As a conclusion, the employee's commitment at a career stage depends upon the interaction between the employee's needs and the organization's needs and hence the patterns of antecedents affecting an employee's commitment will not be the same as the pattern affecting the same employee's at another career stage.

In some occasions, an employee's values may not be congruent with his needs. It results that it is not necessarily what an employee needs but what he values most strongly that dominates his thoughts and actions (Locke, 1976). As the needs perceived by an employee in the same organization may change over time so the values do. It follows that the valence of an employee will also change over time. Furthermore, with the development of the school, the school factors such as organizational climate will not be the same throughout the developmental stage. These

factors will affect a teacher's perception of probability to associate his effort and performance and hence affect his motivation. Herrick (1973) found that schools which were highly centralized and stratified were staffed with teachers having low motivation. Finally, whether he has been provided sufficient opportunity to show off his talent in the school will affect his perception of probability to associate his performance and rewards and hence related to his job satisfaction (Miskel et al., 1980; 1983).

Price and Mueller (1986) proposed that commitment mediates the influence of satisfaction on turnover, which places satisfaction causally prior to commitment. Indeed, some scholars have assumed that satisfaction is a determinant of commitment (Angle & Perry, 1978; Buchanan, 1974; Hrebiniak & Alutto, 1973; Koch & Steers, 1978; Reichers, 1985; Steers, 1977). In contrast, Bateman and Strasser (1984) suggested that commitment is causally antecedent to satisfaction. In order to verify the finding of Bateman and Strasser (1984), Curry et al. (1986) conducted a similar research, their analysis did not indicate that satisfaction is a determinant of commitment or that commitment is a determinant of satisfaction. The argument concerning the correct causal ordering of these variables have not yet been settled. Nevertheless, the determinant of antecedents of satisfaction and commitment are worth studying in management.

Locke (1976) defined job satisfaction as the "positive emotional state resulting from the appraisal of one's job or job experiences." Mowday, Porter, and Steers (1982) defined organizational commitment as a strong belief in the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to

remain a member of the organization. These two concepts can be further distinguished by defining the former as an affective response to beliefs about the organization and the latter as a response to the experience of specific job tasks (Mowday et al., 1982; Williams & Hazer, 1986). In fact, Glisson & Durick (1988) found that job satisfaction and organizational commitment are each affected by a unique hierarchy of predictors. They found that two job characteristics, skill variety and role ambiguity, are the best predictors of satisfaction, while two organizational characteristics, leadership and the organization's age, are the best predictors of commitment. However, in some researches, the antecedents of job satisfaction and organizational commitment are similar. The antecedents include job characteristics, organizational characteristics, leadership and work group (Morris & Sherman, 1981; Steers, 1977; Rusbult & Farell, 1983; Williams & Hazer, 1986). Actually, the classification of antecedents for job satisfaction and organizational commitment has not yet been compromised. Hence the study of antecedents for organizational commitment will be viewed from a wider perspective and will not be confined any possible antecedents to satisfaction or organizational commitment only.

Research questions

On one hand, it is known that the personal factors, organizational factors and external environment factors interact in such a way to affect the individual's needs and organization's needs (Hoy & Miskel, 1987). On the other hand, it is known that the employee's commitment at a career stage depends upon the matching processes of the employee's needs and the

organization's needs at that career stage. Moreover, how the teacher values the needs will also affect the matching process. This study therefore focuses on studying how these factors (the antecedents of organizational commitment) interact so that they influence teacher's commitment at various career stages.

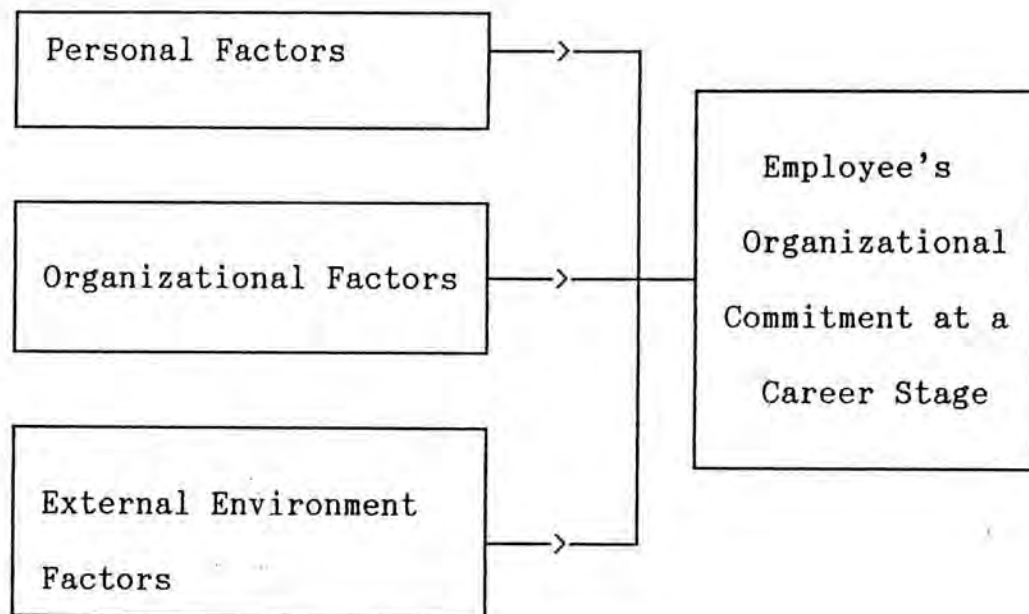


Figure 3 Antecedents of organizational commitment

In addition, the career stages in this study will be viewed as below (Mowday et al., 1982):

- (1) Early employment career stage,
- (2) Middle career stage,
- (3) Late career stage.

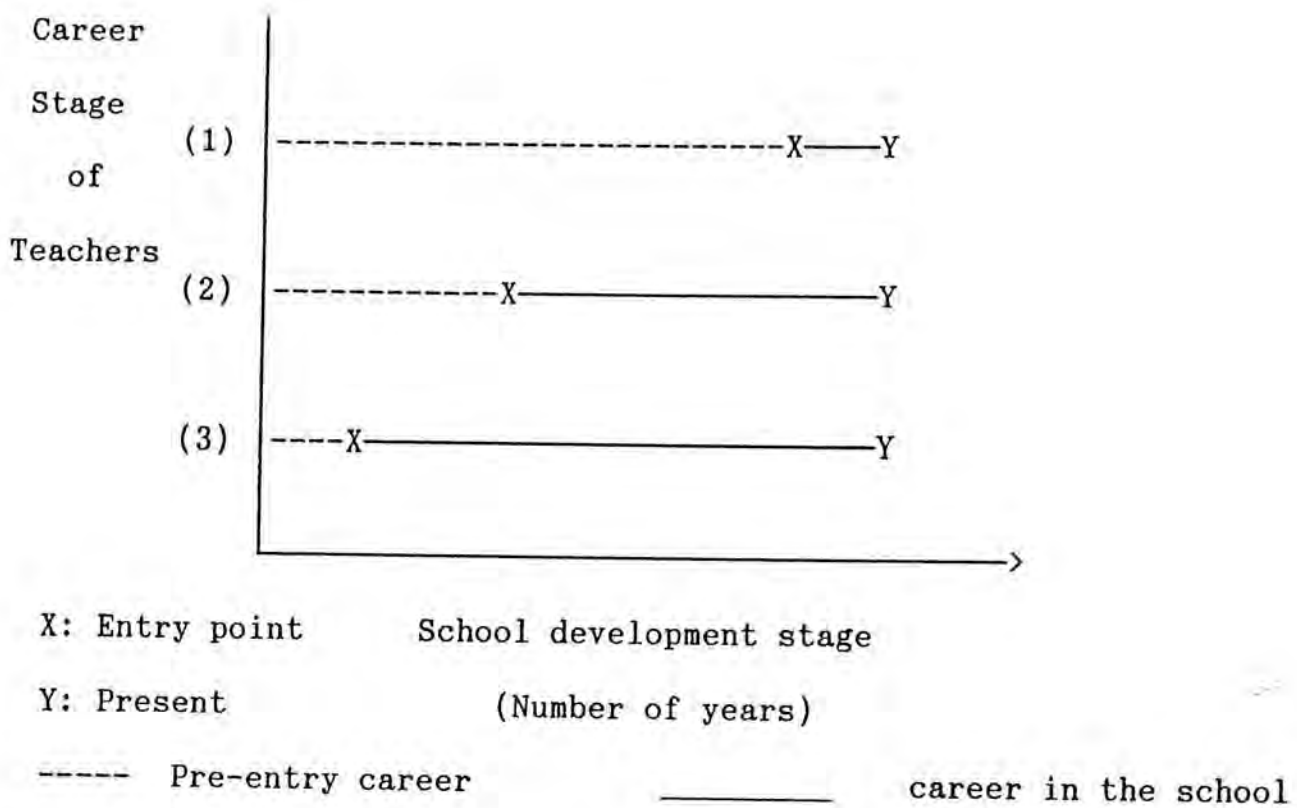


Figure 4 Career stage of teachers

Finally, the match between an individual's values and those of the organization is found to be more likely leading to higher organizational commitment. (Hall et al., 1970; Schein, 1978). Therefore the researcher attempts to study how the organizational commitment of a teacher develop whereas he has the same religion as the school in which he is working.

On the basis of the above construction, the researcher attempts to encounter the following problem:

How do the secondary school Christian teachers develop their organizational commitment in a Christian school?

When a school teacher starts his career in a school, his commitment starts to develop. Whether the commitment is high or low depends upon the match processes between his needs and the school's needs. However, the pattern of match processes will change over time and hence how the factors (personal, organizational and external environment) interact so as to influence teacher's commitment at various career stages will not be the same. As a result, the researcher will answer the following research questions in order to response the above problem.

How do the secondary school Christian teachers develop their organizational commitment in a Christian school?

On the basis of this major problem, this study attempts to answer the following questions:

1. How do the personal factors, organizational factors and the external environment factors influence the organizational commitment of the teachers ?
2. How do the teachers behave in response to their personal values for the hierarchy of needs?

Propositions

Theoretical propositions play significant role in case study research. They serve to shape the data collection plan and help to analyze the data (Yin, 1989). The following propositions are derived from the research results on organizational commitment. The propositions can be classified under the three categories: personal factors, organizational factors and

external environment factors. In this study, the personal factor refers to the personal values; the organizational factor refers to : charismatic leadership, group culture and social involvement in school and the external environment factor refers to the job choice alternatives. The researcher, again, emphasizes that the propositions are subject to be modified as the research process goes on.

Personal Factor

One of the factors that influences organizational choice is the match between the individual's values and those projected by the organization he is considering or has joined (Holland, 1985; Schein, 1978; Wanous, 1977). Schein (1978) suggests that anticipatory socialization requires the development of attitudes and values appropriate to success in one's chosen occupation.

"For a person entering business , such attitudes would include a commitment to the profit motive, a basic belief in the free-enterprise system and economic competition, possibly a belief in the particular products or services produced by the business or industry being entered, and so on." (Schein, 1978, p.84)

It is probable that organizational commitment will vary according to how strongly an individual believes in the basic value system practised in and by the organization. Hall et al. (1970) found that U.S. foresters who believed in the ideal of public service identified more strongly with the forestry service than those who did not share such values. Possessing these values could be a result of organizational socialization, and they could be one way of assessing a person's organizational commitment. Morrow (1983) comments that high value congruence is a typical of anticipatory socialization as of post entry socialization, particularly when the career

applicants are unable to profess such values may be excluded from entry to the career. It will be assumed that such personal values are an individual difference variable which will influence the individual's level of organizational commitment. As a result, the researcher proposes the following proposition:

The more congruent the teacher's values are with the school's values, the higher is the teacher's commitment to the school.

Organizational Factor

Charismatic leadership

The success of an organizational leader depends on how he develops shared values and beliefs in the organization. Selznick (1957) clearly argued that:

"The formation of an institution is marked by the making of value commitments, that is, choices which fix the assumptions of policy makers as to the nature of the enterprise, its distinctive aims, methods and roles. The institutional leader is primarily an expert in the promotion and protection of values. Leadership fails when it concentrates on sheer survival. Institutional survival, properly understood, is a matter of maintaining values and distinctive identity."
(p.152-153)

Indeed, such kind of leadership is considered as charismatic leadership which refers to those leaders who challenge their followers and provide a personal example by behaving in a manner that reinforces the vision and the mission of the leader (Bass, 1985; Burns, 1978; Conger et al., 1988). Fiedler and House (1988) perceive charismatic leadership as the actions of the leaders that cause subordinates to change their values, goals, needs and aspirations.

Smith (1982, cited in Fielder & House, 1988, p.79) showed that followers of charismatic leaders were more self-assured, found more meaning in their work, reported more back up from their dynamic leaders, reported longer working hours and higher performance ratings than followers of the non-charismatic but effective leaders. Howell (1985) found that charismatic leader had a stronger and more positive influence on the performance, satisfaction and adjustment of followers than did directive and considerate leader behavior. Cheng (1990) studied the teacher's organizational commitment of Hong Kong aided secondary school teachers showed that initiating structure and charisma had a strong relationship to teacher's organizational commitment while consideration did not. As a result, the researcher proposes the following proposition:

The charismatic leader will make the teacher more willing to commit to the school.

Group culture

The publication of two books by Ouchi (1981) and Peters & Waterman (1982) have pushed the research on organizational culture to center stage. They found that the successful corporations had common characteristics. They were the power of values and culture in these corporations, rather than procedures and control systems, provides the "glue" that holds them together, stimulates commitment to a common mission, and galvanizes the creativity and energy of their participants.

In fact, the concept of culture was rather confuse and there were a number of definitions. Howard Schwartz and Stanley Davis (1981) regard

culture as "a pattern of beliefs and expectations shared by the organization's members" that produces "norms that powerfully shape the behavior of individuals and groups in organization." But Schein (1985) argues that the culture should be reserved for "the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and that define in a basic 'taken for granted' fashion an organization's view of itself and its environment." After Hoy and Miskel (1987) had reviewed the various definition about culture, they defined culture as "shared orientations that hold the unit together and give it distinctive identity... it consists of shared assumptions, values, or norms". On the basis of this definition, the researcher proposed the following proposition.

The positive shared values of a group towards the organization will make a teacher more committed to the school.

Social involvement in school

The employees' social involvement in the organization was related to the employees' commitment. This idea was supported by the findings of Sheldon (1971), Buchanan (1974) and Rotondi (1975). Actually, informal personal relationships provide the social cement that helps hold teachers together as a whole and makes the school a more pleasant place to work. In a study about informal organization of a school, Norman (1951) (cited in Hoy and Miskel, 1987) observed that the informal system of relationships operated to reduce differentiation among faculty, to assist new and younger teachers make an easier adjustment to the faculty social system, and to develop stronger solidarity. The friendliness and cordiality produced a strong sense of belonging and group solidarity among teachers. Such kind of

atmosphere evolved from an elaborate system of social relations that operated to envelop faculty such as the faculty Christmas party to which all members were invited. In brief, the greater the social interaction, the more social ties the individual develops with the organization. Consequently, the individual will be linked to his employer. In this study, the researcher therefore proposes the following proposition.

The more social involvement in a school which emphasizes the maintenance of friendly relations and inclusion of all personnel as members of the school, the higher is the teacher's commitment.

External Environment Factors

Research evidences suggest that the availability of attractive alternative job opportunities should result in less positive attitudes toward the job and organization. (Rusbult & Farrell, 1983; O'Reilly & Caldwell, 1981; Pfeffer & Lawler, 1980). Research evidence suggests, however, that the availability of alternative jobs may interact with both the circumstances surrounding job choice and the sufficiency of extrinsic rewards provided by the organization influencing commitment.

O'Reilly & Caldwell (1981) found that MBA students who had not taken the job offer with the highest salary (insufficient justification for job choice) reported significantly higher commitment after 6 months when no alternative job offers had been received since joining the organization than when alternative jobs were available. In contrast, students who had accepted the job offer with the highest salary (sufficient justification for job choice) reported similar levels of commitment irrespective of the alternative job offers. It implies that the highest levels of commitment

may be found among new employees who had insufficient justification for their job choice and who subsequently find their decision cannot easily be changed.

Base on the result of the commitment level of the Faculty members of the higher educational institutes when job choices are available, Pfeffer & Lawler (1980) show that those who have received job offers from other organizations perceive the level of pay available in the present job more salient. Employees who do not receive offers of alternative employment are less sensitive to the level of extrinsic rewards provided by the organization.

On conducting a research to investigate the impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong, Wong (1989) found that teachers have low level of commitment to both their profession and schools with 40% of respondents intended to leave teaching if a job alternative of higher salary offers and about 50% of respondents intended to move to a school with higher rank offers. Teacher's satisfaction with the social prestige of teaching was found to be negatively related to their intention to leave teaching.

After reviewing the literature, the researcher proposes the following proposition.

The teacher who values his profession over extrinsic rewards such as salary will be more committed to the school

Chapter III Methodology

Research method

The case study is one of the several strategies of doing social science research. Other strategies include experiments, surveys, histories and the analysis of archival information. Each strategy can be used for all three purposes --- exploratory, descriptive or explanatory. When to use each strategy depends on the three conditions consist of (a) the type of research question, (b) the extent of control an investigator has over actual behavioral events, and (c) the degree of focus on contemporary as opposed to historical events. The following table summarizes the relevant situations for different research strategies.

TABLE 1 Situations for different research strategies

	Form of Research Question	Requires Control Over Behavioral Events?	Focuses on Contemporary Events?
Strategy	how, why	yes	yes
Survey	who, what, where	no	yes
Archival analysis (e.g. economic study)	who, what, where how many, how much	no	yes/no
History	how, why	no	no
Case Study	how, why	no	yes

(Adopted from Yin, 1989, p.17)

Indeed, the form of research question provides an important clue to differentiate the various research strategies to be used. For example, "how" and "why" questions are more explanatory and likely to lead to the use of case study, history and experiment as the preferred research strategies. However, if a further distinction among history, case study and experiment is needed, the extent of control and access an investigator has over actual behavioral events have to be considered. History is the preferred strategy when there is virtually no access or control and the event is dealing with the past events. On the contrast, the case study is preferred in examining contemporary set of events over which the investigator has little or no control. Thus the case study relies on many of the same techniques as a history -- documents, cultural and physical artifacts, but it adds two sources of evidence -- direct observation and systematic interviewing. This characterizes the case study to have the ability to deal with a full variety of evidence. Finally, experiments are done when an investigator can manipulate behavior directly, precisely and systematically.

As a conclusion, Yin (1989, p. 23) gives a "technical" definition for the case study as follow:

Case study as an empirical inquiry that

- i. investigates a contemporary phenomenon within its real-life context; when
- ii. the boundaries between phenomenon and context are not clearly evident; and
- iii. multiple sources of evidence are used.

The purpose of this study is to investigate the development of organizational commitment of Christian teachers in a school. It intends to focus on "HOW" the antecedents influence the teacher's organizational commitment. Moreover, the teacher's commitment is influenced by the organizational context in which it occurs. Thus, "if one wants to generalize research findings in schools, then the research is best conducted within school settings where all these forces are intact." (Wilson, 1977). In response to the type of research questions in this study, it can be concluded that the case study method is more appropriate to serve for the purpose of this study.

Collection of data

Choice of cases

The choice of cases in this study is based on the following considerations. Firstly, the unit of analysis in this study is the individual teacher. As a result, each chosen teacher will be considered as a unique case in this study.

Secondly, teachers in a school are classified into different career stages according to their teaching experience. Three career stages are defined in this study. Teachers in early employment career stage refer to those whose teaching experience is less than 4 years in the school. Teachers in the middle career stage refer to those whose teaching experience lies between 4 to 6 years in the school. Finally, teachers in the late career stage refer to those whose teaching experience is more than 6 years in the school.

Thirdly, the congruence between the organization's goals and values and those of an individual employee has been shown to have influence on one's commitment to the organization (Hall et al., 1970; Morrow, 1983). However, the influence of the congruence of religious belief between the organization and an individual on one's commitment to the school has seldom been studied. As Christian schools contribute to nearly half the total number of secondary schools in Hong Kong so Christianity is chosen. As a result, Christian teachers are chosen as our cases.

Fourthly, in a typical secondary school, teachers can generally be categorized as graduate master and certificate master according to their academic training. It follows that both classes of teachers are chosen from each category for comparison.

Finally, a typical secondary school should generally have male and female teachers. The needs of the male and female teachers are somewhat different as supported in the researches (Grusky, 1966; Hrebiniak & Alutto, 1972). Consequently, at least one teacher will be chosen from each category.

On the basis of the above criteria, a summary of the subjects is shown below:

TABLE 2 Choice of subjects

Career Stage	Graduate Master		Certificate Master	
	Female	Male	Female	Male
Early employment	NT01	NT02	NT03	NT04
Middle	MT01	MT02	MT03	MT04
Late	LT01	LT02	LT03	LT04

In order to protect the identity of the subjects, anonymity was used. The symbol NT means the teachers at the early employment career stage, MT means the teachers at the middle career stage and the LT means the teachers at the late career stage. The number following the symbol refers to the subject. For example, MT03 refers to the third subject in the middle career stage.

Besides, the school principal and two teachers who were not chosen in this study were consulted in order to provide validating data to the data collected. Moreover, two teachers who had left the school were also invited for consultation for ensuring multiple sources of data collection.

Choice of school

The researcher has chosen the school in which he has been working for ten years for the research purpose. Indeed, the researcher has considered the following reasons for the choice of school.

Firstly, the researcher is familiar with the school to the extent such that he is possible to filter the atypical in the situation against a backdrop of broad trends so that he can sort the significant from the passing event. Moreover, time permits him to check his deepening perceptions of what is happening and to examine his own biases and attitudes in terms of the situation under study.

Secondly, the researcher could stay at the school for so long that he is able to contact those teachers who have left the school. It follows that the accuracy of information and the perceptions of different actors to given events that may contribute to the development of organizational commitment can be cross checked.

Thirdly, the researcher is possible to corroborate data, information and perceptions with relevant others in the school continuously. As a result, the content of interview with the respondents may be abstracted and rephrased as interview questions so as to establish the credibility of the study. Moreover, it may serve as internally cross checking procedure.

Data management

The data in this study were mainly collected by interview and supplemented by observation and documentation.

12 teachers were invited to attend a 30 to 45 minutes interview. They were briefed about the purpose of the study and given a copy of interview questionnaire (Appendix I) before attending the interview. The interviews were conducted in the school counselling room so that disturbance from the

environment during interview can be kept to the minimum. All interviews were conducted between March and early April, 1991 in Cantonese. Verbatim transcription was then made for each interview for data analysis (Appendix II). Notations were made to specify the location of the interview transcript and the tape position for each interview (Appendix III).

After completing the transcription, the procedure of coding categories was made. Any unit of data which would serve as the basis for defining categories was coded. After coding, the codes of similar nature were put under the same category (Appendix V).

The organizational commitment of the subjects in this study were evaluated on the basis of the following criteria:

1. The teacher will continue to teach in the school.
2. The teacher accepts the school values
3. The teacher is willing to put extra effort in school work.

In fact, the criteria are derived from the definition of the organizational commitment defined by Mowday et al. (1982). The results of the first two criteria were obtained from the interview data while the result of the third criterion was obtained by observing the teachers' behaviors in their work daily.

Finally, the information about the school contexts was obtained from the documents such as the school bulletin and school internal circulars.

Validation

The case study data was validated by triangulation method. (Owens, 1982 and Yin, 1989). This was done by collecting data from multiple

sources and then the data were cross checked. This procedure would check the accuracy of information and test the perceptions of different actors to an event. (Owens, 1982),

In this study, within each career stage, there are 4 teachers. It follows that there are 4 cases in each career stage. However, each teacher not only serves as the unique case but also the data source to validate other member in the same group. Moreover, the school principal and two teachers were chosen to serve "member checks". One of the teachers is an experienced teacher who has been working in the school for ten years. He has been chosen as teacher representative for several times. He is quite sociable and hence he could provide more perspectives for the researcher for an event. Another one is a teacher who starts her second year teaching in the school but has worked in another for 4 years. She was chosen because she could observe the school events from another perspectives which might be inherited when working in another school and hence could provide the researcher more insight. As a result, the researcher can continuously corroborate the data with relevant others in the school. Indeed, Owens (1982) suggests that the process of member checks may be the most important means available to the naturalistic inquirer such as case study investigator for establishing the credibility of an inquiry.

Moreover, two teachers who left the school 4 years ago (1987) (male) and 3 years ago (1988) (female) were also invited for interview as "member checks" respectively. One of the interview was conducted through telephone conversation. They were chosen because they had been active members while working in the school. They were popular among teachers and worked hard to perform their duties. Hence those events recalled by the subjects in this

study might be verified by these teachers from another perspectives. The male teacher left the school because he intended to have full time study for higher degree while the female teacher would not like to work together with her husband in the same school.

The data were collected by interview and tape recorded except that the data of the "member checks" were recorded in form of field notes.

Interview questionnaire

The questionnaire was composed of 7 open-ended questions under which some probing or subsidiary questions are attached.

The questions were constructed by the researcher making reference on the following literatures and have been refined by consulting the advisers concerned and an experienced teacher in the school. They are designed for the purpose of collecting data relevant for the propositions suggested in this study. The summary of how the questions are related to the propositions and the sources of ideas are shown below.

*Questions	**Propositions	Sources
1	5	Lortie, 1975
2	1,2,5	Rusbult & Farrell, 1983; Mowday et al., 1982; Conger et al., 1988;
3	1,2,3,4	Cole, 1985
4.	1,2,3,4	Cooke and Pang, 1990

- | | | |
|----|---------|--|
| 5. | 1,2,3,4 | Hoy & Miskel, 1987, p. 321;
Cheng, 1989 |
| 6. | 2,3,4 | Conger et al., 1988 |

* Refer to Appendix I

** Refer to Appendix IV

Data Analysis

Although analyzing case study evidence is especially difficult because the strategies and techniques have not been well defined in the past, there are two general analytic strategies that the case study researchers should follow. (Yin, 1989, p. 106). The first strategy is to follow the theoretical propositions that led to the case study. Such propositions about causal relations -- answers to "how" and "why" questions -- can be useful in guiding case study analysis. The second strategy is to develop a descriptive framework for organizing the case study. This approach serves as an alternative when the theoretical propositions are absent.

For the case study analysis, pattern matching logic is commonly used (Yin, 1989, p.109). Such a logic compares the empirically based pattern with the predicted one which is based on theoretical propositions. If the pattern coincide, the results can strengthen the internal validity which is a concern for causal or explanatory case studies.

In this study, integration of the two approaches was used to analyze the data. On one hand, the researcher attempts to describe what are the factors that will influence the organizational commitment of the Christian teachers. On the other hand, the researcher attempts to explain how the factors affect the organizational commitment of the Christian teachers on the basis of the proposed propositions.

Limitations

This study would encounter the following limitations:

1. This study was retrospective in nature. As a result, the respondent might introduce personal bias to the events in school and hence might distort the information collected. However, this aspect was kept to a minimum because "member checks" had been carried out.
2. Much of the information collected depended on the respondents' honesty and accuracy of perception. The respondents might withhold some sensitive issues such as their perception about the school principal or their chance of getting promotion. Indeed, this kind of information was important and valuable for the researcher to understand teacher's commitment. In order to promote cooperation between the respondents and the researcher, consent from the respondents were sought and full explanation about the study had been made before conducting the study. Moreover, any information about the respondents was assured to keep strictly confident. In doing all these things before the interviews, the researcher expected that the anxiety of the respondents could be reduced to the minimum.

3. This study was limited to a sample of no more than a dozen Christian teachers in a Christian school. However, the number of non-Christian teachers in Christian schools and the non-Christian teachers in non-Christian schools indeed contribute to significant percentage in the number of secondary school teachers. In fact, the researcher believes that, apart from the congruence of religion between the teacher and the organization, there are many other factors affecting the Christian teachers and non Christian teachers in developing the organizational commitment to the same extent. As a result, this study has its merit in exploring how a teacher develop his commitment to a school especially about the impact of the congruence of the religious belief between the school and an individual teacher.

CHAPTER IV ANALYSIS and DISCUSSION

The data were coded into 46 codes which were further classified into 13 categories (Appendix V). The three factors namely, the personal factor, the organizational factor and the external environment factor, were found to have effects on the organizational commitment of the teachers in each of the career stage. However, the propositions in this study were found inadequate to account for the development of organizational commitment of the teachers.

Despite the above shortcoming, the propositions did serve as the starting point for discussion. In the following paragraphs, the development of organizational commitment of Christian teachers would be discussed on the basis of the data collected. This chapter consists of the following three sections.

- Description of the school
- Description of the subjects
- Pattern for the development of organizational commitment
 - Perception of teacher roles
 - Satisfaction in teaching
 - Acceptance for the school
 - Organizational commitment of the teachers for the school

Description of the school

The school was established by a Christian missionary organization in 1978. The aim of its establishment was to propagate the Christian faith

through education. The school had a dual goals of preaching the Christian faith and achieving whole person development on students. In the first two years, the school operated in a shared school premise. As a result, there were limited student participations in both external and internal activities from students. The development of guidance and counselling affairs was also restricted. The school started with six F.1 classes and then another six F.2 classes in the following years. It was fully established as a typical asymmetric aided secondary school with 30 classes from F.1 to F.7 in 1985.

The student population was around 1100 and the intake of the F.1 students was mainly in the ranges of band 3 and band 4 with a small percentage of band 2 in the first few years. In recent years, the intake of F.1 students had slightly improved : a majority of band 3 plus a small percentage of band 2 students were enrolled to the school.

The school had its first F.5 and F.7 graduates in 1983 and 1985 respectively. The passing rate of the School Certificate Examination result was always around 60% while the rate of the Advanced Level Examination was around 90%. An average of 6 to 7 students gained admission into the University of Hong Kong every year.

The school strived to recruit only Christian teachers. This policy has been adopted since the establishment of the school. For every alternate year, the school would conduct a survey on the feedback of the students. Majority of the students (over 80%) felt that the religious atmosphere in school was high and the teachers were friendly and nice. Indeed, the school had opened the school hall for the Christian students and teachers to hold their morning meditation meeting. Among the 1093 students, 685 of them

claimed themselves a Christian in a survey conducted by the religious committee of the school in 1988. Most F.5 and F.7 graduates could feel the strong religious atmosphere at school. However, they commented that the school discipline was a little bit too rigid and demanding.

The school principal has been working in the school since its establishment. He had taught in a secondary school for five years before taking up the present post. He joined the full time course of the Certificate in education in the School of Education of the University of Hong Kong after he had completed his second year of teaching career. He further obtained his master degree in education in the University of Hong Kong in 1983. In the first few years after the establishment of the school, though he seldom participated in the community service he actively participated in the church activities. In recent years, he involved more in the community work and made himself the coordinator of certain community service activities.

Within the district, the school was reputed for its strict discipline and reasonably good Advance Level Examination results. Among the secondary schools in the district, it was rated the fourth or fifth choice by the top students in some of the well reputed primary schools.

Description of the subjects

Teachers at the early employment career stage

NT01

She was a university graduate, majoring in Geography. She was teaching her major subject in senior form and Chinese language in junior form. She got a passive character and hence seldom took initiative to

communicate with her colleagues. Motivated by the desire to improve the teaching skills, she had once taken an extra-mural course to improve her teaching technique. During the recess time, lunch time and after school time, she was always busy in handling students' problems in the corridor. She was a hard working teacher and spent much time in preparing the lessons especially for the senior form. She was willing to continue teaching in the school.

NT02

He was a university graduate, majoring in science subject. He was teaching his major subject in senior form and science subject in junior form. He was polite, calm and analytical. He seemed not to spend much time in interacting with students because he had to spend time to prepare lessons. Since the senior form students was so eager to learn that he should spend more time in preparing notes before giving his lessons. His partner had given him a lot of teaching notes but he only used them in the first academic year. He liked to refer to his own notes. Besides, he always spent much time and took great care in marking the exercise books. He had not yet confirmed his career choice but he did intend to continue his teaching career in the school in the coming academic year.

NT03

She was a graduate of the College of education. She was sociable, cooperative and warm. She was so actively involved in those informal activities like dinning out with the colleagues after school, hiking, watching movies held by the staff that she soon got familiar with quite many teachers. She was enthusiastic and hard working. She was teaching

science and physical education in junior form. In case she was not sure of any concepts in the textbook, she would clarify them by consulting her colleagues before going into the classroom. Moreover, she was a devoted Christian. Every morning she led a bible study group with students, yet, she did not consider this as an extra work. She intended to continue her teaching career in the school in the coming academic year.

NT04

He was a graduate of the College of Education. He was warm, cheerful, sociable and active. He was the class teacher of a F.2 class this year. He was hard working and devoted in work. He spent much time in solving the discipline problems of his class. He would handle the discipline cases outside the staff room corridor during recess time, lunch time and after school time. He was such a responsible person that sometimes he would come back to school to finish his work on Saturdays. He had a strong desire to work in the school in the coming academic year.

Teachers at the middle career stage

MT01

She has been working in the school for five years since her graduation. She was an oversea university graduate, majoring in English. She was teaching English language in senior form and bible and history in junior form. She was a diligent and responsible teacher. She was zealous in taking courses that would help her to improve her teaching skills. However, she had not yet made up her mind to apply for the school of education as she was also thinking of studying the full time theology. Indeed, she was a devoted Christian. Besides teaching, she spent much time

in church activities. She showed great concern to the students but her communicative skill was not sophisticated.

MT02

He was a university graduate, majoring in mathematics. He has been working in the school for six years since his graduation. He was teaching mathematics in both senior and junior forms. He was a hard working and responsible teacher. In order to better equip his students for the public examination, he had provided a lot of supplementary materials for them. He was a devoted Christian as well as a well disciplined man. He showed much concern for his students in particular for their spiritual growth. He led a group of students to study bible every morning. However, he did not show much interest in attending the school prayer meeting and the Christian fellowship.

MT03

She has been working in the school for two years since graduated from the College of Education (since there was no female teacher of the certificate master grade in the middle career stage so teacher MT03 was chosen). She was teaching junior form Chinese language. She was active, sociable, warm and talkative. She would express her discontent when she found that she was unfairly treated openly. She was a popular teacher because she did not build up herself a formal teacher image among the students. Sometimes she even argued with students. However, she was responsible and hard working. She intended to continue teaching in this school in the coming academic year.

MT04

He has been teaching in this school for four years since his graduation from the College of Education. He was teaching design and technology in junior form. He was warm, considerate, cheerful, cooperative and sociable. He liked singing and could play guitar well. Sometimes he sang together with other teachers in the staff room during lunch time or after school. He was hard working and enthusiastic in his subject development. He had proposed to implement F.4 design and technology but his proposal was turned down due to the difficulty in arranging the time table. He was a devoted Christian. He led a group of students to study bible every morning. He did not consider it as an extra duty. In the coming academic year, he will attend a refreshment course.

Teachers at the late career stage

LT01

She has been working in the school for nine years since graduated from the university. She was teaching Chinese language in both senior and junior forms. She was sociable, warm, active, cheerful and talkative. She was hard working and responsible too. Though she had seven year experience in teaching the public examination classes, she still kept on renewing her teaching notes every year. She was active in the church activities and equally devoted in propagating Christian belief in school. Every morning she led a group of students to study bible. She was very helpful to the new teachers and always took the initiative to arrange different kinds of informal activities for the teachers after the office hours. She did not care about promotion as long as her work could be recognized by the school authority.

LT02

He has been working in the school for nine years since graduated from the university. He was teaching English language and computer study in senior form and history in junior form. He was sociable, warm, active, cheerful and analytical. He was enthusiastic in teaching and spent much time in developing contact with students. He showed much concern for students and was willing to sacrifice his leisure time for them. As the number of computers available for the school was not sufficient to cater for a computer class at a time and the school did not arrange split class system (i.e. only he took up the whole computer class), so he arranged supplementary lessons after school once a week in order to help students get familiar with the computer knowledge. He was an active member in his church and involved in many activities.

LT03

She was a graduate from the university of Taiwan. Before starting her teaching career in this school, she had worked in a private school for two years. She has been working in this school for nine years. She was promoted to the present post of assistant master last year. She was teaching Chinese language in both senior and junior forms. She was passive, warm, considerate and hard working. She showed much concern for students and they therefore liked to share actively their problems with her. She did not mind taking up extra work so long as she could perceive that she was fairly treated.

LT04

He has been working in the school for nine years since graduated

from the College of Education in 1982. He was promoted to the present post of assistant master three years ago. He was teaching mathematics in junior form and responsible for the disciplinary affairs. He was active, sociable, warm, enthusiastic and responsible. He was married and had no children. It had become his regular job to organize field trips and leadership training camps for the school prefects and senior form students. He was, however, as far as the student discipline was concerned, very strict and demanding. Sometimes he even forgot to take his lunch when handling the disciplinary cases.

Pattern for the development of organizational commitment

Perception of teacher' roles

A school teacher always employs a set of teacher roles in his teaching career. The roles are rooted in their understanding about the teaching profession and his personal values about teaching.

Understanding about teaching profession

Before determining to take up the teaching profession, one has made quite a lot of observations on teachers during his schooling. He will develop for his own a set of teacher's roles according to his personal experiences. This kind of experience makes no difference for the beginning teacher and the experienced teacher alike. He will imitate the roles played by any teacher whom he perceived as competent. Teacher MT04 perceived that teachers should set good examples for students.

"I had repeated once in F.5. During my second year of F.5, I met some good teachers. Their attitudes towards the students and their hard working influenced me

greatly. They had set good examples for me." (MT04: 035-042)

Teacher LT04 emphasized that teachers should be responsible for stimulating students' interest of learning.

".....In my F.4 and F.5 years, I had met some teachers who could capture my admiration. Their teaching was really interesting and successfulso I thought teaching was quite a good career." (LT04: 007-118)

On the other hand, he will reject the roles played by teacher whom he perceived as incompetent. Teacher NT03 said that she would not be as emotional as her chemistry teacher whose performance had caused bad effect on students.

"..... In the past, I had once seen a chemistry teacher showing a bitter feeling toward one of my classmates. The teacher always showed her discontent by tightening her lips. Because of her insufficient preparation for the lesson, the chemistry results of those bright students were lowered. Unlike her, I think I am not that emotional. A good teacher shouldn't be so emotional as this will have bad effects on the teaching performance and the students." (NT03: 484-495)

Teacher LT03 also showed much discontent about the effect of abusive language on her classmates by her English teacher.

"I wanted to be a teacher since childhood. I got a bad English teacher in my Primary 5 year. She always looked down upon people and gave malicious remarks to students. My classmates got hurt by her words. I did not think a teacher should behave like that and since then I determined to become a teacher." (LT03:006-016)

Besides the experience in studenthood, one can also acquire knowledge about teaching from the teaching courses. For the teachers who have received teacher training, they treasure it as an important equipment for

helping them to conduct effective teaching. They even regard it as an important requirement for joining the teaching profession.

"..... In the past three year training, I have learnt several things. First, I was trained to speak up with courage and confidence before people. In the past, I even dared not to speak up in front of my friends. My speech organization had been weak. But after the training, my power of expression was improved and I could response more readily than before.....Besides, I also learnt how to present my thought more intelligibly and more clearly. These are the deepest impressions I had during my studies in the college." (MT04: 163-191)

Moreover, the demand of strictly following rules and regulations during teacher training has made them more apt to adapt to the routine bureaucratic requirements in school.

"The system of the college has two fold influences on me. Everyone has to sign up before class and complete the assignment before deadline. No one dares to take french leave like students in other colleges and therefore our college has a good reputation for strict discipline. Therefore when we left the college to start teaching, we always like to work in a school with good system and discipline....." (NT03: 125-156)

For those who have not received formal teacher training, they can learn about education and teaching through the elective courses .

"In fact, one of the factors that influenced my decision to become a teacher was that I took a course of sociology about education in year 3 and year 4. The course was about the different aspects of education which included the educational theories, sociology theories and concept of social ladder. The courses also included different articles on the influence of education to the society. All of these had succeeded in

stimulating my interest and expectation in education....." (LT02:130-161)

"..... in the first two years of my teaching career, I took some courses on English teaching techniques in the British Council . These courses had aroused my interest in the subject....." (MT01:167-181)

Moreover, they may consider themselves having a specialized knowledge of the subject concerned. As a result, they may regard themselves as the suitable person to teach the subject and believe that they can have a certain influence on students.

"..... I am majoring in Chinese language. The teaching of this subject enables me to share the meaning of life with the students easily. I can also compare the thoughts of the past virtuous men with the Christian belief. As their teacher, I'm always in an advantageous position. I can cite my personal experience to support my belief. As a result, the argument is quite convincing to the students." (LT01: 042-061)

There is usually a gap between theory and practice. When a teacher starts his teaching career, he may experience the shocks of reality. This may direct him to reconsider his roles by observing how his colleagues work.

".....Then I thought it would be helpful if I could observe how people teach a language. So I took French and some other language courses. In these courses, I discovered that some teachers could help the students master the language easily....." (MT01: 167-181)

".....In my secondary school years, I saw a lot of successful examples in school. For example, some teachers had the authority to punish students, but they didn't use it. They just used words to remind students to behave properly. Some students did change afterwards (these teachers are using friendly approach) Now in school I also saw some colleagues exercising their authority to punish students and the result was quite effective. So I learnt from them and changed some

of my teaching approach (i.e. the friendly approach)."
(NT04: 323-343)

A fresh graduate without any knowledge in teaching may learn more about the reality of teaching by consulting the in service teachers who, by their practical experience, could give him much guidance. Indeed, before entering the school teacher NT03 and teacher LT01 have got sufficient information about the school they will teach.

".....I had once shared the teaching experience with Mrs. X and she said teaching was not just oral presentation but required a good life example to the students. I then realized that a good teacher shall not only confine to the conveyance of knowledge, he must also show good examples in words and in behaviors." (NT03: 512-525)

"I had talked to a sister in church before. She had teaching experience in Christian and non-Christian schools..... She said that the colleagues in her school were young and energetic. They were responsible persons but the work load in the school was quite heavy since it was a new school and without a formal system. She suggested to me that if I was willing to work hard, it would be a correct choice for me to teach in this school." (LT01: 169-185)

Personal values about teaching

Teachers may have different needs and they may expect certain achievements in their teaching career. Indeed, different people have different needs and they will value these needs differently. In the interview of this study, the needs of the teachers concerned include the following aspects: positive student response, personal growth, remuneration, social relationship, religion and attitudes towards work.

Positive student's response

Teachers will strive for improving the performance of the students because the students' performance is the criterion for measuring the effectiveness of their teaching in a short term. They will be very anxious to know how their lessons are being appraised by the students. They will regard the popularity of their lessons as the indicator of their successfulness in the teaching career. Hence, they will make great effort to stimulate students to show interest of learning.

"I hope I can help students to acquire more knowledge and stimulate their interest of learning. The least thing I hope to achieve is that they show no more enmity against lessons or take no more French leave."
(NT02: 041-053)

Teachers are happy to see good changes from the students and will regard the success as the result of their work on students. In fact, they are very anxious to know whether their students will get benefit from their teaching or not. The positive response from students is one of the teacher needs and if such need is fulfilled, it will become their source of satisfaction. It therefore follows that teachers will try hard to mould the students into the ways they expect them to be.

"..... The students are not that naughty. They are still willing to improve themselves so I do have a sense of satisfaction in teaching science or in P.E. lesson. I'm glad to see that they've learnt something in my lessons. Sometimes, they even got prizes by following my instruction. That's my source of satisfaction." (NT03: 031-045)

In Hong Kong, the educational system is still primarily examination oriented. It was a fact that the results of public examinations has become the commonly accepted criterion for measuring the effectiveness of teachers

in Hong Kong, irrespective of the fact there are as many other important criteria that ought to be considered too. It implies that the teachers will make it one of their goals to do their best to help students to achieve acceptable public examination results. Indeed, this goal could also be a source of satisfaction for teachers.

"..... I've been teaching F.5 classes in the past several years and the public examination result keeps on improving. That really makes me happy." (MT02: 498-505)

Besides academic performance, moral development is also one of the major concerns of the teachers. For some teachers, they will weigh moral training more important than academic achievement to the students. Moreover, personal concern to individual students is also necessary in order to understand them and give them pertinent help.

"..... The students in this district are generally lack of moral guidance or pastoral care. I therefore realized that teaching a child to become a good man is more important than merely forcing him to acquire knowledge." (LT03: 283-287)

"Working in the school disciplinary affairs committee, I have lots of chances to contact the students especially the naughty ones. But I always remind myself that I should maintain a correct attitude towards them. Though there is a black sheep in the school, it doesn't mean all other sheep in the school are black. I've to consider them individually. Sometimes, our committee has to do the remedial work. If the students make mistakes, we have to punish them and hope that they'll make some improvement." (LT04: 374-409)

Maintaining a good social relationship with students is another aspect of teachers' need. Teachers are eager to build up good relationship with

students. They would try to influence students through this relationship.

"I want to become a teacher because I love to contact students" (MT04:344-369)

"Up to now, the greatest satisfaction comes from the good relationship built up between the students and me. I feel that the students are showing acceptance to me. They begin to like me and respect me. So far, this is my greatest reward ." (NT04: 010-018)

".....Sometimes I really didn't know what was there in their minds. There was some conflict among us. But there were times when we started to accept each other and they were more readily to accept my advice (of course, not everyone accepted it). I found that teaching is a meaningful job because I can have some influence(though not much) on their growth. Some students may not like to admit their mistakes even when I pointed them out. But as time went on. I could notice changes of their attitude towards me. They showed more respect to me." (NT02: 146-179)

Personal growth

Besides getting positive response from students, the teachers are also very eager to have personal development in their teaching career. We noted that teachers show great concern on the opportunity provided by the environment for their personal growth. This could be reflected in their strong expectation in their work.

For the university graduates teaching career does not call for any special skill or training in order to enter the career and therefore some may consider to take the school as a trial place for their career. There they may find out whether they are suitable for the job or not. If he can adapt to the environment, he will continue to work there. Otherwise, he will turn to other profession. In fact, not every one is suitable for

teaching. If he is too timid in character, he may find difficulties in handling student problems. Students nowadays are more active than before, sometimes they may even challenge the teachers. It is generally agreed that certain types of personality are of more advantageous to the teaching profession; people with active, open and considerate personality is just one of the examples. Teacher NT01 expressed that she did not intend to work for a long time in the teaching career since she was not sure whether her personality is suitable for it or not. However, as the entry requirement for the teaching profession is not strict, it gives her a chance to try. So long as she could survive in the environment, she would consider it an improvement. Therefore she would expect the environment to help her to overcome her weakness i.e. her speech ability.

"I had struggle at that time (i.e. year 2 in the university). I asked myself whether I would be fit for the teaching profession. What about my personality? Could I get along with people easily? But at last, I decided to give myself a chance." (NT01: 076-86)

To convey knowledge to the youngsters is one of the purposes of the teachers. Generally, students would perceive teachers as the knowledge authority and hence expect the teachers to be ready to answer any questions they asked. It therefore forces the teachers to enrich their knowledge so that they can be more widely in their subjects and thus become more confident before students.

"When I studied in the college, my adviser told us that students would treat us as superman and so we have to equip ourselves with a wide scope of knowledge. Otherwise, we will gain less respect from our students. Therefore, we have to update our knowledge by taking courses, and paying more attention to the world news. We must be sensitive to the things around us and be willing to refresh our knowledge as well. In these

ways, we may be able to communicate with the students or answer their questions. (NT03: 390-406)

Besides, some teachers are not satisfied with their performance being the same and without progress every year. They will evaluate the effectiveness of their teaching method by comparing with others. The need for excellence becomes the driving force for them to strive for improving their teaching method.

"People may not remind you if you do something improperly. But when you see people don't behave in the way you do, you will make a change. That means, you will follow their good deeds." (MT01: 648-650)

Furthermore, teachers would regard interpersonal relationship with students as an important source of satisfaction. The development of this relationship depends somewhat on the communication skills of the teachers. In fact, not all people are gifted with building good relationship. Thus, some teachers will strive for improving their communicative skill with the students in order to build up such relationship.

"I'm modifying my way of communication with students. It's getting better now. I am happy to see that I can make them happy. I'm improving now!" (MT02 : 287-320)

On another aspect, some teachers would like to explore more in their work. It will be boring if work becomes routine. Teachers will find teaching more interesting and challenging if they could learn new things in their work. The need for exploring new things in the working environment could sustain the teaching enthusiasm of teachers.

"..... At that time I really wanted to learn something new. Learning through teaching was my desire. So I thought it might be better if I worked in a new

environment. So far, I think I have made a good choice." (LT03: 072-083)

For many Christians, the reason of their choosing to teach in a Christian school is to minimize the conflict between the school authority and their religious belief. If the religious atmosphere of the school is strong, the teachers will be under its influence. As a result, teachers will be more religious oriented and in turn more mature in spiritual life. It implies that a religious environment could provide Christian teachers with congruence in religion and chance of improving spiritual life. In fact, the degree of matching between the values of his own and those projected by the school he is considering to enter into has influence on his choice of school (Holland, 1985; Schein, 1978; Wanous, 1977). Teacher LT04 treasures very much how the environment has helped him develop his spiritual life.

"I believe there is more freedom and less obstruction in preaching gospel in a Christian school. After two years of teaching, I realized that the environment had also helped me to grow more maturely in spiritual life. If a young Christian starts his teaching career in a non-Christian school, he may encounter much conflict" (LT04: 084-120)

Remuneration

It is interesting to note that promotion or salary seems not crucial factor in driving the teachers to work. Instead, they would assess reward from students as most valuable. Of course, it does not mean that teachers would not regard promotion or salary as nothing significance. In this respect, the male teachers would particularly feel its importance though not putting it in the first priority.

"I think someone just mentioned that money is not mighty but we can do nothing without money (both laughed). We need to concern about the material rewards but most of our colleagues realized that we shouldn't work for money. But if our students can be converted to Christ and have an inward change, rewards of this kind is certainly more valuable than getting a salary increase. I think teachers would treasure the non-material rewards..... " (LT04: 612-625)

On the other hand, female teachers do not regard promotion as a must to them. Promotion is not regarded as important as what the male teachers have perceived.

"I don't expect too much in promotion. Not because I'm sloppy. To me, promotion is just not that important." (NT03: 294-329)

"I don't care much about promotion. I don't even pay any attention to my salary. Perhaps I'll change someday " (MT01: 601-608)

Social relationship

Teachers have to spend time to interact with students. Hence, they would expect to develop a good social relationship with students. They may share their religious belief with the students or help them to solve problem. This kind of interactions are expected to be developed in their teaching career. Indeed, a good social relationship serve as a source of satisfaction for the teachers.

"After F.5, I got a job and worked for a year. But then, I realized that teaching is more suitable for me because I like jobs that can offer me a chance to contact people. Through this job I can share my Christian faith with students....." (field note of NT02, page 1)

"..... I think the joy of teaching comes from the students. Sometimes, they like to play with me and some will actively share their problems with me. All of

these make me a sense of achievement.'" (NT04: 098-126, B01E)

Teachers also expect a harmonious colleague relationship so that they can be free from the working tension and the worry of being trapped by their colleagues. This is particularly so for the new teachers, as they know only little about teaching. Therefore new teachers would be anxious to see that their colleagues are helpful and supportive so that they could adapt to the environment in a very short time.

"..... I think to achieve a good social relationship with students and colleagues in my teaching career is more important than any other things else." (NT01: 224-234)

Religion

In the school, teachers have strong desire in preaching gospel in the course of teaching. They perceive that teaching can offer them a better position to influence their students. Though different in the degree of participation, they all have a heart for gospel. In fact, they choose to teach in Christian schools because they perceive that these schools will give them assistance in preaching gospel.

"..... I would like to convey my belief to the students and to the people around me. I think a teacher can achieve the objectives more easily so I chose the teaching career." (LT01: 004-029)

"..... I think the freedom to preach gospel will be greater if I am working in a Christian school. The support will be greater and the resistance to gospel smaller" (LT04: B084-120)

Some teachers may regard teaching as an opportunity to serve god. Actually, the easiest way to evaluate how much they have done on the

gospel work is to find out how many people they have led to Christ. In school, there are so many unconverted students that the chances to preach gospel are always available. The perception that they are God's servants drives them to devote themselves for the gospel work and not to think of any material rewards. Possessing these values could be a result of anticipatory socialization (Schein, 1978) rather than they have acquired while working in the school. Actually, they may have acquired such values in the process of socialization in the church.

"I am leading a group of F.1 girls in morning meditation. I think it is fine because I can give them advice from the biblical point of view so that they can apply it in their daily life. The present situation is the number of youth team workers is insufficient and there are only a few teachers willing to lead morning meditation. I think the need for this activity is urgent. As I think it is my prime time to work for my Lord so I lead the girls in morning meditation and help them to study bible." (NT03: 353-362)

Attitude towards work

Teachers do not consider the school merely a working place but also a place to exercise their talents. In many aspects, they show their sense of responsibility by taking up many other extra duties. These duties are not imposed by the school but only voluntarily taken up by these teachers. Most teachers consider that they should perform their duties wholeheartedly.

"..... As a member of the school I ought to be responsible in my duty. If the school considers that I am capable and efficient and therefore should take up more extra works, I will do so, provided that they are within my capability." (NT03: 579-586)

Generally, Christian teachers have the obligation to take part in the

church activities. However, they will soon find that it is quite difficult for them to lead a balance life once stuck by the school work. In most circumstances, teachers would put priority to the demand of the school over that of the church. But that does not mean that they will retreat from the church works completely. As there is not much spare time left so they will arrange their work in the order of priority .

"..... At the initial stage of my teaching career, because of the heavy workload, I had to turn down the request of the church to expect me to take up more church activities. A few years later, when I began to consider to take up some church activities again, the school then assigned new teaching duties to me. I was asked to teach more subjects and more classes. As a result, my desire to involve more in the church activities has to be postponed again." (LT01: 561-591)

Moreover, the teachers will not only have in mind their own convenience but also the students' benefits. In answering the question of under what conditions they will consider to leave the school, one of the conditions they gave is the effect of their leave on the students. Hence in order to reduce the disturbances of their leave on the students, they will not choose to leave at the middle of the academic year. If the classes he teaches are going to attend the public examination, he will take this fact into consideration more seriously.

"I am now teaching F.4 class, next year,, they will be in F.5. Therefore, I have to consider the effects of my leave to the students. If the effects of my leave to them are great, then I have to consider the matter very carefully before making the decision." (NT01: 388-392)

Teacher roles

When a teacher enters the teaching career, he will think of his roles in the school. He will want to perform well and to meet the demands of the

students, parents, his colleagues and the principal. In fact, his perception of the roles of a teacher is greatly determined by his understanding about the teaching profession and his personal values towards teaching. The roles that a teacher should play are generally identified as knowledge provider, moral guide, religion guide, friendship initiator.

Knowledge provider

We have noted that the roles of the teachers as perceived by them in studenthood is the knowledge provider. As a result, teachers will be anxious to exercise this role because it is indeed one of the driving factors that attracts them to the teaching career.

"..... I really want to pass on what I've learnt to my students and hope that they are malleable and receptive....." (LT01: 221-231)

Moreover, teachers also consider themselves playing the supervisor role in leading the students to develop the techniques of solving problems. They act as knowledge giver in the course of dissemination knowledge to the students.

"..... Besides knowledge, I think I'm also teaching them the thinking method. In other words, I am trying to teach them how to solve and handle problems."
(MT01: 396-404)

As a teacher, he has to present the knowledge in a simple and direct way so that the students can understand his lesson easily and therefore learn something from it. There is always the need for teachers to seek response from students. The positive responses from students includes their readiness to enjoy the lesson and show interest of learning. Hence, teachers will strive to improve the teaching skills in order to enhance the

effectiveness of their teaching.

"The greatest satisfaction comes from my teaching in class. This is especially so when I presented the lesson well and students in upper or lower forms both appraised my performance positively. But I would feel more contented in delivering a good lesson to upper form students because it requires a greater skill in teaching senior students. I have to use some other teaching skills which are not required in lower forms to help them to grasp the difficult concepts. But well, as long as I can conduct a good lesson, both my students and I will be very happy and enjoy it very much" (NT02: 146-179)

From their past experience in studenthood, teachers will recognize that effective teachers should be able to help students to understand their academic subjects and to estimate their learning interest. Moreover, teachers expect students could learn something from their teachings. It follows that teacher should strive to become an effective instructor and for that purpose he should prepare his lesson fully so that the students might find it easy to follow and therefore benefit from it.

"It depends on which subject I teach and what kind of the teaching goal I would like to bring out at that class period. Besides the subject content, I will add into some supplementary materials so that they can know more and learn how to analyze and reason." (NT03: 416-422)

There is more than one way in teaching one single topic. In making the choice of teaching method, teachers should also take into consideration of their students. As a teacher, he should understand the needs of his students so that he can choose the most appropriate teaching method for his students.

".....I have changed. At least I know how to use some teaching techniques to achieve the teaching goals. For example, in the past, I really didn't understand why I

had to teach those simple things in my first year of teaching. Therefore I didn't care too much about the teaching techniques. But after several years, I realized that I really need to spend some times to figure out some methods to help the students to master the language. Therefore, I didn't just stress on explaining the vocabulary in preparing the lesson. Instead, I thought of some other examples so that they could understand not only the meaning of the words, but could also make sentences by themselves. If I teach the sentence structure, I would develop some ways to help them memorize it and use it correctly." (MT01: 028-058)

Moral guide

All teachers expect their students to learn something from them in knowledge and in morality. They regard the school as the place in which they could exercise their talent to lead students on the right track. On the other hand, they are obligated to play the role of a moral guide in ensuring students to observe the normal moral standard. Indeed, they will be very happy if, under their help, students can return to the right track.

"I really want to teach them something. Right, that is one of my goals. I don't mind how bad my students are, but I hope they can at least learn something from me and won't become teddy boys when they leave the school." (MT03: 409-414)

".....On the other hand, the satisfaction in teaching the junior form comes from the moral guidance which gives me lots of encouragement." (NT02: 146-179)

For some teachers, they consider that to play the role of moral guide is more important, in view of the students' family background and their quality, than to play the role of knowledge provider. Actually, not every student can feel easy in their learning of the present syllabus. However, the situation is that every student is forced to follow the same syllabus and subject to the same evaluation. Hence some students are bound to be

failed under the present screening system. As most of the students are from the public estates near the school, some teachers would consider that moral achievement of the students is more important than knowledge achievement as far as their real needs are concerned.

"..... During my first year of teaching, I was very eager to help the needy students. Most of them came from poor families and didn't have a purpose in life. To me, I didn't expect too much on their academic result at that time. Rather, I cared more about their moral education." (LT02: 130-161)

"..... At first I thought the school emphasized on both moral and religious education. Academic performance was in the secondary place only. In fact, I myself also didn't place the first priority in academic results because I thought moral and religious education were more important to the students." (LT03: 267-280)

Religion guide

It is the teachers' expectation to preach gospel through teaching. Indeed, the principal might ask them such question as how they would preach gospel in the course of their teaching during the recruitment interview. Most of them would say that they will not use a particular time to preach gospel in class but will only touch on the topic of religion when situation is appropriate during the lesson. They will emphasize that they would arrange a special time for the gospel talk. Nevertheless, they will soon find that the heavy workload in school does prevent them from fulfilling the demand of gospel work. They may therefore feel guilty since they consider to preach gospel in school is their obligation .

"..... The religious work was quite heavy for a beginning teacher. The heavy teaching workload, the tight working schedule and the spiritual fatigue..... all of these compelled us to admit that it is difficult

to live up to our original religious expectation."
(NT02: 070-143)

Instead of directly preaching gospel with spoken words, some teachers may emphasize the importance of setting good examples for students to follow and model. Christianity can be comprehended through interactions between teachers and students. Teachers have the responsibility of bringing the unconverted students back to Jesus, hence they are expected to behave properly in order to assume the role of a religion guide.

"I think the most important step is to let the students know whatever things the teacher says, does or expresses, they are out of his love, concern and sincerity. Students can believe our Christian faith sentimentally. It is the responsibility of a religion witness to let the students understand that they can work out the Christian belief in daily life....."
(MT02: 326-369)

Friendship initiator

As we have discussed before, teachers would expect a harmonious social relationship be developed between students and teachers. Moreover, teachers value high their relations with their former teachers during their secondary school years. As a result, they will take the initiative to develop the relationship by, for example, keeping control of their temper or spending more time with students.

As an adult, teacher should be able to control his temper so that they could handle the students' problems rationally. Acceptance for the students is a crucial factor in building up friendship between teachers and students. In addition, teachers should be patient enough to give students a chance to express their feelings and thereby avoid direct confrontation with students.

"I found that I am of good temper. For example, when a student behaved mischievously, I would get angry for only a short while. This is because I understand that everyone has different behavioral pattern in his various stages of life. So I will learn to accept their rebellious behaviors and try my best to approach them afterwards and to understand the reasons behind their behaviors. I realized that when I do these, I can avoid some setbacks in the teaching and thus won't be so easy to give up." (NT01: 336-364)

Certainly, teachers must spend times with students in order to build up a good relationship with them. One may not know how much times he should spend and what sort of conversation content he should bring out but his experiences in studenthood could serve as the guidelines in this respect. The conversation contents may vary from academic subjects to daily life matter.

"I didn't think of becoming a teacher before, but later, I was gradually influenced by my teacher. In that year, I discovered that some teachers were very zealous and helpful to the students. They tried to understand the students. They differed with the teachers I met before These teachers cared about their students and were willing to spend times, even in the recess or lunch time, to talk to them. They impressed me very much for they shared a lot of things, from academic subjects to daily life matters, to me and other students." (MT04: 045-083)

Summary

In the above, we have identified four different roles of teachers in the school. They are the knowledge provider, moral guide, religion guide and relationship initiator. Indeed our identification is by no means exhaustive and they are only the common areas found in the samples of teachers in this study. Actually, the teachers' roles are always under the influences of personal values and their understanding about the

profession. The good deeds they perceived from their former teachers during studenthood will most likely prompt them to follow the same in their teaching today. The needs that are valued much by the teachers will become the driving forces in stimulating them to work for these needs through their teaching. Hence the teachers' roles are to be shaped by the personal needs of hierarchy of the teachers and by their understanding about the profession.

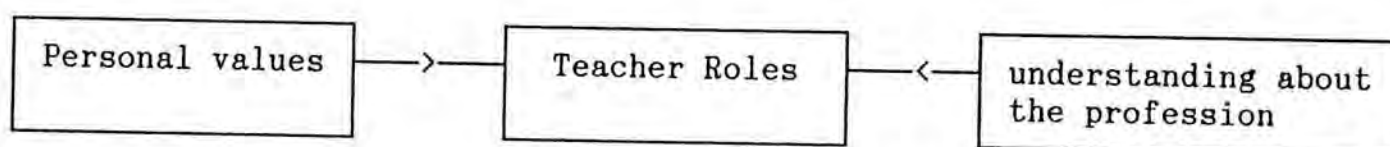


figure 5

Satisfaction in teaching

In the teaching career, teachers will mostly concern about whether the behaviors of students or the ability of the students in solving problems could be changed under the guidances of the teachers. It follows that the response from students will be the teachers' sources of satisfaction. The teachers will be satisfied if their needs are met.

Teachers put much effort in preparing the lesson and hope that students will follow their methods in learning. The teachers will be satisfied when they find that students have indeed followed their instructions in encountering and tackling problems..

"..... I've tried many different things in class. If after my teaching they can practise what I have told them and thereby know how to handle problems, then I'll be very happy." (MT01, 630-636)

In addition, teachers will also be happy when they learn that their students are converted to God . One of the teachers' objectives to work in

the school is to preach gospel. Therefore as far as they can see a student converted to Christ, they will be very happy and will not bother too much to know as to whom the tribute should be given. Indeed, they treasure the times of sharing religion matters with students and would be even more happy if they could see that the converted student has shown some behavioral changes after the conversion.

"I have got more satisfaction in the first year of my teaching I've achieved my objectives i.e. the teaching objectives, I have provided myself quite a lot of chances either directly or indirectly, so that I could share my belief with them." (MT04: 372-387)

"..... I've seen them changing a lot. They have totally changed to another person by the time of their graduation from the school. For example, some of them have become Christians while some become very independent. To me, this is a great satisfaction ." (LT01:355-371)

Another aspect that gives rise to teachers' satisfaction is the social relations with students. They treasure the moments when students put their trust on them and share their personal problems with them. This indeed will make the teachers feel a sense of importance.

"..... I think the joy of teaching comes from the students. Sometimes, they like to play with me and some will actively share their problems with me. That makes me feel a sense of achievement." (NT04: 098-126)

However, the coin has two sides. Students can make teachers happy and can equally make them sad. Their performance can have a directly influence on the emotion of teachers. In some occasions, notwithstanding that the teachers have done their best in preparing the lesson, students with low learning motivation can readily spoil the lesson completely. It therefore constitutes a pressure on the teachers especially when they have to

complete the syllabus within a certain span of time.

"I think the attitudes of the students in learning perplex me very much as I am now teaching students with a very low initiation and motivation in achieving goals They have no goals, sometimes they do not pay attention in class. Their behavioral problems and unwillingness to work hard have burdened me very much. I feel I am a failure in arousing their learning motivation." (NT04: 078-092)

The case will be even worse if the students do not behave well. Indeed, the mass media have great influence on the students' behaviors. Because of that, teachers have to spend much efforts to draw their attention in class. Students will show discontent in class if they find that the lesson is boring. They will make such disciplinary troubles in class like sleeping, fault finding with teachers and talking with their classmates. In fact, students in the better academic stream have lesser discipline problems than students in the weaker academic stream.

"Last year I taught C stream students and found that the workload was very heavy. They showed no improvement no matter how hard I tried. Therefore I was not satisfied. Really I was not happy to teach them. Though they liked me very much, they didn't show any improvement. I remembered once I was so depressed by the naughty conducts of 2D that I simply walked away from the class in the middle of the lesson. Hence I think it is meaningless to continue working if the work goes on day by day like that and without any improvement." (MT03: 158-173)

Lower form students would cause more discipline problems to teachers. This will in turn become a pressure on the teachers. They have to spend much time in keeping the class in order. Nevertheless, as far as the teaching subject is concerned, lower form students cause less pressure on the teachers. They need not spend too much time in searching materials for the subject. Therefore teaching in lower forms could moderate teachers'

pressure and this may in turn contribute to teachers' satisfaction.

"Job pressure on me is not great in the first year. In that year I was assigned to teach the junior form subjects. Moreover, the students I was assigned to teach were stream A students so the first year of my teaching career passed happily Since the work pressure was not great, I could have more time to take part in the activities with my colleagues. Hence I could strike a balance between job and leisure." (LT01: 235-250)

Generally, students will not challenge teachers without reason. In this respect, sympathetic teachers can relieve the tension between students and teachers. As long as they can show greater acceptance for their students, they will be less discontented with the behavioral problems of the students. And this will help silencing their many complaints about teaching.

"I promised myself more time to try. Moreover, some students in fact are good and some are comparatively more active. Indeed, from my point of view, everyone should have his own choice and freedom. Likewise, the students should have these too. At every stage of life, they may have different choices; I think the teacher's roles are--- giving the students some insight on life. As a result, whenever I could convince myself, even when there is a naughty student I have to face, I consider it as a stage in life and therefore will not be too annoying." (NT01: 292-305))

Summary

Teachers gained satisfaction when they could smoothly perform their roles as knowledge provider, moral guide, religion guide and social relationship initiator . This finding agrees perfectly with the results of the researches done previously. The satisfaction of higher order needs, such as the use of various types of skills and abilities, challenge, expression of creativity, opportunity for learning, is a result of

(Brief & Aldag, 1978; Pastor & Erlandson, 1982). However, the students' performance will readily affect their performance in these roles. Students of different academic levels will formulate different degrees of pressure on teachers. Thus, the teachers' satisfaction in teaching is originated from the effectiveness of their functioning of the teacher roles and moderated by the effects of the students' performance on the teachers in playing their teaching roles.

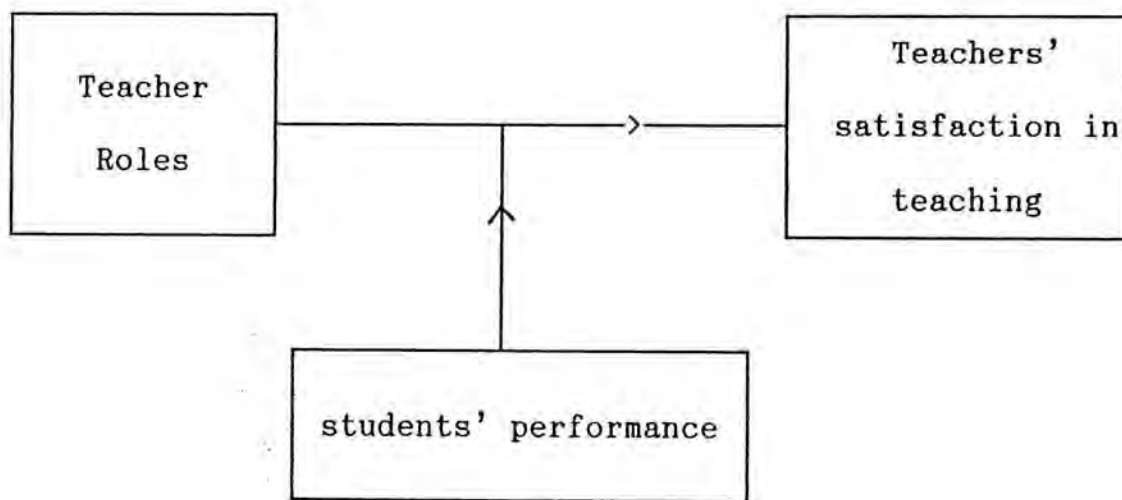


figure 6

Acceptance for the school

It is interesting to note that teacher has a great degree of autonomy in teaching. He can do anything in the classroom without the supervision and evaluation of his superior or colleagues. He may be satisfied with his teaching but not with his school. However, he can still work for his school for a long time because the school administration does not have any direct influence on him or because he has succeeded in avoiding his responsibility. In our discussion, we will try to find out what are the prevailing factors in school. The following areas have been identified, they are, the school values, staff social relations, colleague relations, principal behaviors and group culture.

These factors contribute to the acceptance of teachers for the school. Teachers will most likely remain teaching in the school if these factors are favorably existed and their satisfaction in teaching is achieved. However, he will also remain if he thinks satisfaction in teaching may offset those working difficulties stemmed from the school factors. To conclude, in making the decision to stay or to leave the school, teachers will usually base on the fact that whether they could perceive a favorable working environment for their teaching career before taking the school factors into consideration .

School values

New teachers will be informed about the school goals by the school principal during interview. The school aims at preaching Christianity through teaching. Moreover, students may acquire knowledge for further study and learn discipline to live harmoniously with others. In fact, teachers may evaluate the school works by observing how the school work is being done. In our samples, the new teachers admitted that the school they teach indeed aims at helping students to develop simultaneously in the aspects of knowledge, moral and religion. However, they feel that the school tends to emphasize a little bit more on the academic performance despite the fact that not all students are capable of catching up with the syllabus.

"..... I appreciate the work of preaching Christian faith in this school at the present moment. Not only the teachers work hard for it, but the youth team also put efforts on it. I really feel that it is a real Christian school working according to the Christian principles. But we make our subject syllabus very tight and set a high demand on our students. But,

regarding their academic standard, I think this is a bit too much for them." (NT02: 258-289)

"..... I know that my school demands good academic performance, for example, it will disclose the public examination results of F.5 and F.7 . If the school has not the intention to emphasize on this , I don't think it will do such thing." (NT03: 656-663)

For those who have entered the middle stage of their teaching career, since they have spent a longer time in school, they can see that whether there have been any change in the school values. Teachers agree that the school has indeed worked hard for its goals.

"The school emphasized on propagating the Christian belief. There are many religious activities here. So, sometimes, I need not do the person-to-person religious work. The school has done enough on it. Besides, we focus on academic achievement. Though we have got rather low standard students, all the teachers do try their best to help them to get academic progress." (MT03: 395-404)

However, in recent years, there is a shift of emphasis from the religious aspect to the academic aspect. There are complaints from teachers that the work load is too heavy as some of them have to take up two to three extra curricular activities. As a result, the school launched a scheme stipulating that each teacher should not take up more than one extra-curricular activity.

Christian fellowship is also considered as one kind of the extra-curricular activities. Before the introduction of the scheme, Christian fellowship is not considered as an extra-curricular activity and all class teachers, in addition to the extra-curricular activity they have already taken part in, are obliged to participate. After the scheme is implemented , class teachers are no longer obliged to participate the Fellowship and

therefore the number of Fellowship Advisors drops abruptly. Moreover, the time and effort spent in preparing the Christian Fellowship is at least several folds of that spent in running other extra-curricular activities. The Fellowship takes place on every Friday and there is a regular prayer meeting for the Advisors on every Wednesday. This also accounts for the decrease in number of Fellowship Advisors. Nevertheless, it does not mean that teachers are unwilling to lead the bible study groups which are not calculated in the work load distribution. The fact is that the teachers do not want to do things involuntarily, they look for autonomy in arranging their times. After the school cancelled its policy of requiring all class teachers to attend the Fellowship, the workload of the class teachers has indeed greatly reduced. However, the conception of preaching gospel through teaching is lessened.

"..... I remembered when I served as the Christian Fellowship Adviser in my first year of teaching, there used to be many advisers. But a year later, fewer people liked to act as Advisors especially when they took into the account of their workload. As the workload became heavier, people put less time and effort on the fellowship than before Comparing the goals of school with that in the first year, one may find that there is a little bit different now. That is, the school emphasizes more on academic achievement than before. But I think we need to put emphasis on both goals." (MT04: 115-162)

For those who are in the late stage of their teaching career, since they have seen the development of school, they will be more critical towards the change of school values. These teachers agree that at the early stage of the school it really had the intention of helping students to develop in all aspects. However, when the school got its full grown, that is, when it has its first Form 7 graduates, the demand for better academic performance from senior form teachers is getting stronger and stronger. In

addition, other school with similar history and background have achieved better and better academic results and the quality of the students they could enroll keeps on rising. This in fact would stimulate the school to review its strategy for running the school. Actually, the quality of students have caused many problems to both junior and senior form teachers. It is noted that students with higher academic banding will usually make less trouble in the school. Based on this belief, the school would then try to improve its academic performance by dividing the junior form students into six streams so as to encourage competition among students. It aims at improving the academic results so that it can attract students with higher banding to choose the school. At the same time, the school principal also involves actively in community service in order to improve the school prestige in the district. This change has led the teachers feel that the school has indeed shifted slightly from its original values.

"The school at the initial stage emphasized whole person development on students. Besides academic achievement, we focused much on their moral development too. Our admission requirement was simple and without any extra demand. We only required that the parents did care for their children and the children did prepare to learn in school. In this way, we accepted quite a lot of low academic standard students to school. But things changed later on. Because of the changes, I also modified some of my expectations. Other than the whole person development, I would also emphasize on their academic achievements now. There will be great effect to the future if they get poor academic results." (LT02: 260-283)

"Our school started from being known by almost none to the present stage of being famous for its remarkable passing rate in the matriculation examination. It is my personal view that there are some people who really keen on making the school famous, so these people would emphasize more on academic results." (LT03: 239-254)

On the other hand, the school has to face another reality. Most parents will regard the passing rate in public examination as more important than the moral training. The latter would usually take longer time to see the results. Hence the school has to take into account of the demand from parents. Indeed, if the parents could put confidence in the school, the intake quality of students might be improved. This will in turn help to ease the workload of teachers since higher banding students are usually with lesser discipline problems according to the experience of the school.

"..... Because of the demand from the parents and the society, we will try to put our emphasize on the students academic performance, and hope that they can make some progress. Although our students' academic standard is not high, their academic results are important to them. At least, it is important in seeking jobs or in earning their livings. So, I think to stress more on the academic aspect is a reasonable choice." (LT04, 153-179)

Summary

The new teachers felt that the school indeed aimed at achieving balanced goals. The goals included to help the students to acquire knowledge, to live a disciplined life and to accept Christian belief. But they felt that the school has emphasized too much on the academic achievement. Teachers at the middle career stage and those at the late career stage admitted that the school strived for achieving balanced goals at its initial development stage. However, it had shifted its emphasis on students' academic performance later. The change of the focus on school values was under the external and internal pressure. The external pressure was due to the comparison with other schools, while the internal pressure was due to the demands for better students' performance and reduction of

work load. As far as the school is an open social system, there are exchanges between the system and its environment (Getzels and Cuba, 1957). The school is therefore affected by the values of the community. The school shifted its emphasis on values in order to meet the demand from teachers and improve the quality of the intake students. Such changes would reduce the hindrances for the teachers to exercise their roles smoothly and it might, therefore, enhance the degree of acceptance of teachers for the school. In fact, the principal is responsible for manipulating the changes so that the principal behaviors should influence the school values. However, the school has been established for propagating Christian faith through education. Hence the principal would not deviate too much from this principle. As a conclusion, the relationship among the factors involved could be depicted as shown in figure 7.

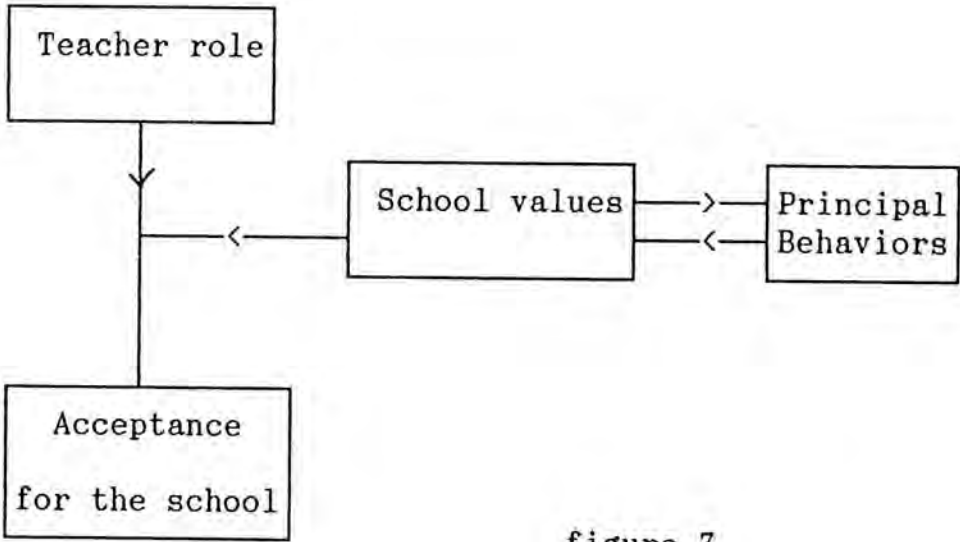


figure 7

Staff social relations

Teachers working in the school should not deny the fact that the staff social relations is good. It is not uncommon for some teachers who have left the school coming back to visit their old colleagues. In fact, one can always feel the warm and co-operative atmosphere since the foundation of

the school. There are certain characteristics in the staff social relations in the school.

Friendly and supportive

Teachers in the school though look busy but always wear a smiling face. They look friendly and show concern for each other so that even a stranger will admit that their environment is a peaceful one.

"When I first stepped into this school, I was amazed by the large building and the school campus. Then I saw some staff walking to and fro but they looked friendly and they even smiled at me. When I came up to the staff room to talk to Winnie, she immediately introduced some of her colleagues to me. They were good to me. I think what attracted me most was the colleagues here." (MT03, 141-153)

In addition, teachers are gentle and considerate people. When a teacher comes back to school after sick leave, he will probably be met and greeted by many of his colleagues. Sometimes when other teachers know that a teacher has already been overloaded with jobs, they would assign the easier job for him.

"I think the people working here are gentle and easy going. They really care about other people. This may not be found in another school." (MT04, 358-394)

In one occasion or another, teachers may receive bookmarks with verses of scriptures for encouragement. This practice is especially common among the female teachers. Indeed, this practice could help building up deep relationship between teachers.

"Sometimes I will observe their faces to tell me what their inner feelings are. If he doesn't tell you what happens in his family, you really don't know what happens to him. Sometimes we can learn another person's

feelings by his facial expression or by even his chatting about work." (MT01, 543-546)

As a traditional practice, the old colleagues are willing to help the new colleagues. They will take an active step to approach the new teachers and help them to merge into the social circle of the school.

"Harmonious relationship exists among our colleagues. It provides passive person like me a chance to merge into the whole group easily....." (NT02, 314-327)

Moreover, old colleagues will not push the new comers to their greatest extent. They will give them chances to act on their own. In fact, the old colleagues are ready to accept the mistakes committed by the new teachers. The trust and consideration from the old colleagues can encourage the new teachers to work more independently and not to fear of being slashed after committing mistakes.

"They (the colleagues) always tolerate my absence of mind and patiently remind me. For example, Ah Choi will offer his help when sometimes I can't handle the problem. Even when I asked him to let me try something new, he was willing to do so When I was upset, I would tell them. I always got consolation from them. (NT03, 111-128)

Development of friendship

The harmonious staff social relations started since the establishment of the school. In the initial stage, all teachers, including the school principal, were under the age of 30 . They all share the same objective to work in the school, namely, to preach gospel through teaching and to give guidance to the students. The young teachers work and play together without any difficulty in communication. Sometimes, the male teachers even work overnight in the school. However, for security reason, this practice was

prohibited a few years later . At present, no teacher is allowed to stay overnight in school.

Despite the fact that the young teachers are now in their middle ages, the friendly atmosphere still exists among them. When they have spare time such as the recess, or lunch time, or after school or when the work load is not heavy, they will sit together to sing songs or go out for a dinner together.

"Some of our colleagues are very active, for example, I saw some colleagues singing songs together during lunch time today. So, I think our staff are quite lively and active. Sometimes we will have group activity like taking dinner together after school." (NT01, 153-167)

Those who have worked more than 2 years in school should remember the 'Friday night fever'. Actually, this is the time for the teachers to relax after working for five busy and tiresome days. Usually there are 10 to 20 teachers staying after school to play ball games. After then they would go out for dinner together. Interaction of this kind can provide them an opportunity to know each other. The content of conversation ranges from students' problems, school administration to family problems and sometimes may even extend to romance. In this way they get to know each other more deeply and would be more considerate as they can see what happens on each other. Nowadays, 'Friday night fever' still exists but the number of teachers participated has dropped greatly.

"The colleagues were willing to help each other. There was a strong bond among us at that time. Every Friday after school, many people would stay behind to play ball games, chat and have dinner together. In fact, many of them were not new teachers but senior ones . I think they have positive effect on us." (MT02, 386-427)

The building up of such warm and friendly atmosphere is closely connected with the age of the teachers. As young and energetic persons, they can think of various activities for colleagues to participate. Moreover, most of the teachers are young and unmarried and therefore do not have to look after their families. Hence they could spend more times in these sorts of informal activities.

"When I began to teach in this school, most of the colleagues were pretty young and energetic. They liked to organize activities after school. Since most of us were unmarried at that time, we could play together more readily." (LT01, 392-406)

Furthermore, the school has unintentionally recruited a number of active and outgoing young people. These teachers have initiated a lot of informal activities for the staff, such as swimming, tennis and picnic. Moreover, all teachers are equally junior that competition for promotion does not exist. Hence when the active people set the ball rolling, the relationship among teachers can quickly be built up.

"I don't have much feeling about it now because there are the new staff coming and the old ones leaving. But I still think that we should actively keep in contact with each other. In fact, the new comers can build up a good relationship with us too. We need friends in different stages of life. We can make friends with the new ones too. Though there is bitter feeling to see the old colleagues leave, we can still maintain good friendship with them. But when the new teachers join the school, we've got to play an active role in building up the relationship." (LT01, 374-389)

Indeed, teachers are willing to open themselves to let people to understand more of their thoughts. Usually a person will not open himself to others unless they feel secured. We can therefore conclude that active persons can always help people breaking their ice and they are the key

persons to bring new teachers into the existing social circle of the staff.

"It's not a matter of who to begin the bridging up of the gap in our relationship. We've got to build up the relationship in a progressive manner. For example, someone will take time to understand me and so will I Perhaps I ought to open my personality and let them know more about me. (LT03, 150-155)

Unfortunately, the extent of such intimate relationship is becoming more and more confined in recent years. It may be due to the fact that teachers have married and have to spend more time to look after the families. Hence they can have lesser spare time for the informal activities of the school. As a result, communication between teachers will tend to become superficial.

"I think the relationship between colleagues is declining comparing with that of previous years. I feel that people are more isolated to each other than before. It may be possibly due to the fact that most of the teachers have married and they have to spend time to look after their families. As a result, they spend lesser time to communicate to each other and so the atmosphere is cooler than before." (LT03, 177-183)

Indeed, the above fact can be observed by the new teachers.

"..... The married teachers usually show less interest in participating the informal activities. It may be due to the heavy commitment in families." (NT01, 153-167))

On the other hand, many of the old teachers have got their promotion. It means that they should manage their time more effectively so that they can meet the demands of the school and their families. These teachers aim at increasing the efficiency and quality. However, time is not always available for them. In order to save time, communication will inevitably be mainly business oriented and therefore less concern for individual needs

may be resulted. The staff relations seems to be more detached than before.

"..... We were young at that time. Those who stayed in this school have become senior teachers now. Hence there is a little difference between now and the past. The older ones have got married and have various family duties and habits. They spend lesser time than before for social activities like playing ball games. In the past, they used to play basketball every week, but now, they may reduce it to less than once a month. We have less people joining the gathering because we've lost the support of the senior ones who are now the married colleagues. I guess that is the reason why we have lesser communication in our social life than before. Now our conversation tends to be more on business." (LT04, B288-317)

Relation to turnover

Despite the fact that teachers treasure the staff social relationship very much, the majority of them (in our samples) expressed that even if their best colleagues leave the school they will not consider to follow suit. They can draw a clear distinction between the job duty and the social relations.

"I won't leave because of my colleagues' leave. I can see that there should be a difference between social relations and job obligation. Of course, if I could work with the deeply known, cooperative and good colleagues, it would be most ideal and I should be very happy." (NT04, 404-427)

Generally, one will take into account of the job satisfaction when deciding to leave the school or not.

"..... I think human mobility occurs everywhere so I will consider the job satisfaction factor in determining my future movement." (NT01, 404-413)

Viewing from another perspective, a teacher said that adaptation to new colleagues would also occur when one moved to another environment. If

he remains in the same school, he need not adapt to the new system again and therefore can handle things more smoothly. For this reason, he would not follow his colleagues to leave his school unless there are other more challenging factors ahead.

"I won't leave my school simply because my good colleagues have left. For if I do, I will have to adapt to new colleagues in another new organization. Hence, if I leave the school, it must be due to fact that I want to attempt some new things" (MT01, 571-578)

Teacher LT04 could well illustrate how teachers view the staff social relations and how they would make their decision to stay in the school or not. He suggested that social relations still exists even after the colleagues left as long as both parties can keep on contact with each other. On the other hand, new social relations can be developed between the new teachers and the existing teachers of the school as long as the school exists.

"I think it depends on what kind of reasons they are leaving. If the colleagues leave on grounds like school administration structure, emigration, moving to a far-away area or further study, all of these won't affect my making of the decision to stay in the school or not. For there are always new people coming and filling the vacant posts. We can then build up a new relationship again. Besides, the school still exists. The unique staff relationship is still there as long as people still stay there. We can keep in touch with the leaving colleagues and still be friends. Those who stay in the school are still our colleagues, they are our friends and brothers and sisters in Christ. Therefore, whether people leave or not, it won't bring any effects on my making of the decision." (LT04, B650-663)

Summary

The staff social relations in the school is built up since the

establishment of the school. It was originated from a group of young teachers with similar ages and working goals. Warm, friendly and considerate are the characteristics of their relationship. New teachers love the staff social relations and enjoy it very much. They would not fear of being slashed when committing mistakes so they could exercise their expected roles freely. However, teachers at the middle career stage and the late career stage did not satisfy with the present situation that communication between teachers is getting lesser in depth and becoming more superficial and of more business oriented. This contradicts to the suggestion put forth by Mowday et al. (1982) which stated that increasing length of service also brings increasing social involvement in the organization. Instead, Schein (1978) argued that we all live in a world where multiple issues and problems are to be dealt with. These issues and problems include those that derived from the biological and social ageing processes, the family processes and the work. Indeed, research on male life cycles (Levinson et al., 1978) reveals that men in their 20s, whether married or not, will often devote to their career. They will broaden their commitment into family and any other roles when they are in 30s.

As regards the relation between the social staff relations and the teachers' decision to remain in the school, the teachers claimed that there was no relation between these as they could maintain good friendship with the former colleagues even after they have left the school. This finding contradicts with the findings of the researches done previously (Sheldon, 1971; Buchanan, 1974; Rotondi, 1975). Those findings point out that the greater the social interaction the more the social ties an individual can develop with the organization. In this study, teacher does not confuse his role as a teacher and as a friend to his colleagues. Therefore, staff

social involvement does not directly lead to his commitment to the school. However, this relationship could indeed influence his perception in the acceptance for the school. As a conclusion, staff social relations could enhance the teachers' acceptance for the school but not their commitment to it.

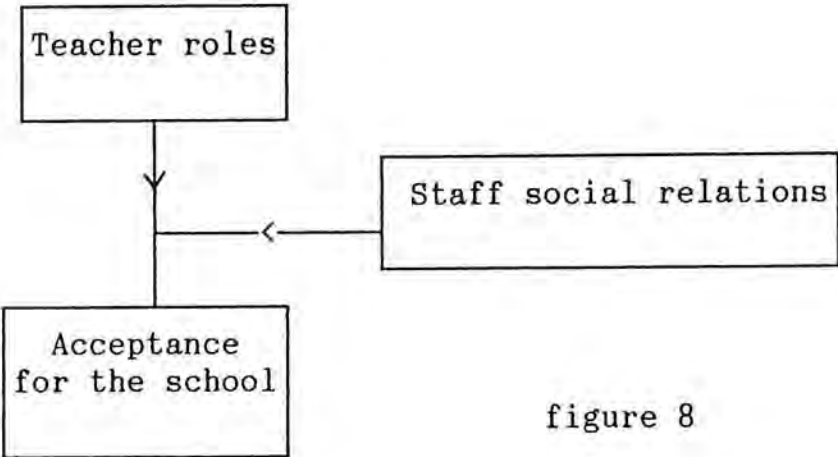


figure 8

Colleague relations

Similar to the staff social relations, the colleague relations in the school is good. In general, teachers are cooperative and helpful. The new teachers appreciate the colleague relations very much but the more senior teachers can only admit this with reservations. The reason is that the more senior teachers would make a comparison between the present colleagues and the past colleagues while the new teachers will not do so.

For the new teachers, they perceive that the team work spirit is strong and they can get the chance to take part in subject planning irrespective of their limited experience in teaching. Actually, cooperation is greatly emphasized so that even the new teachers could have the chance to take part in preparing subject notes.

"..... I felt that we could cooperate. If there were any problems, we could hold discussion or encourage each other to tackle them. The team work spirit is quite strong here. I mean that this spirit can be found among our colleagues. So, to me, it is a great help and it's also important to the students too." (NT02, 295-304)

The school is one of the pioneer schools in Hong Kong in implementing the class observation among teachers. The school has emphasized that class observation is only meant for improving the teaching techniques of the teachers and does not necessarily serve for summative evaluation. In addition, the observers (they include the heads of the school committee and subject panels, fellow teachers and the principal) were sincere in sharing their teaching methods. It follows that new teachers would not feel too much pressure in facing such formative evaluation. Moreover, their response to this kind of evaluation is positive.

"To me, I won't deny to say that there is no pressure on me. But I won't treat it as supervision of any sort. I would say that it is a learning process to me. As there are so many things for me to learn, I think it is a good idea to have someone to remind you. It's better than to commit mistakes without any guidance. All I want to say is that this is a help to me and not any form of supervision. Of course, pressure is surely existed." (NT04, 636-640)

It becomes a tradition in school that the more senior teachers are more readily to help the new teachers. Because of the different personalities of these senior teachers, new teachers could see that some of them are more approachable and some of them not. However, on the whole, the senior teachers are ready to help the new teachers.

"..... At that time I was a fresh teacher in school. Around me were the senior teachers. With their help, I could handle many problems with ease" (LT01, 235-250)

No matter they were senior teachers or new teachers, they were generally considerate and cooperative. Indeed, since the establishment of the school, it has been the tradition of the school to encourage the subject teachers to prepare class notes together. Each teacher should share a part so that the subject notes are completed by more than one subject teachers. This approach provides the teachers more opportunities to discuss the subject so that they may know each other better and finally motivates the cooperative spirit.

"Everyone can fulfil his responsibilities. There are team groups in every subject and everyone can cooperate well. Sometimes, we can understand one another and care less about ourselves just because we are Christians. I think we can work out the team spirit." (LT01, 714-723)

The team spirit is still prevailing within the subject panel. However, the team spirit for administrative affairs has shifted from the basis of cooperation to the basis of division of labour. At the initial stage of the school, no one was more senior than the others. Moreover, the school then has not fully developed and so was the school system. As a result, many of the administrative procedures or even the school policies had to be worked out by the teachers and principal together. Indeed, the principal had to spend much of his time on attending the meetings of the various functional groups like the discipline group, counselling group and panel meetings of some major subjects like English, Chinese and Mathematics. At that time, teachers had to attend many meetings as there were quite many committees in the school. Teachers had many opportunities to involve in the school work and therefore they were very busy. Indeed, the ideas put forward by the teachers in these meetings would become the system contents for the various

functional groups next years. However, teachers complained that there were too many meetings to attend. In response to this, the school started to reduce the number of committee members in the functional groups and demanded that the function heads should take up more responsibilities. At present, those function heads have got promotion. Since that time, the number of teachers involving in the functional groups is reduced. In other words, it means that the chances for the "normal teacher" to be involved in the administrative work are smaller.

"I think the greatest difference between now and the past is that there weren't many well established system at that time. The present system to a very great extent, are the products of the cooperation and ideas of the colleagues in the past. There are many systems now and many new staff join the school. However they would merely work according to the instructions. The team spirit is not as strong as before....." (LT02: 332-353)

Indeed, the teachers who had participated in setting up of the school system should remember those sweet moments when they were working together and caring not of the reward but of the well being of the school. The team work was built up on the basis of mutual trust and mutual understanding of the teachers. This kind of relation should take time to develop and could not be replaced in a short time.

"The spirit of co-operation is rather strong here. The partners can know what you need and offer help. Though we have to face different types of students and different forms, we can cooperate well. But if they leave, it is difficult to establish the same degree of cooperation with the new ones....." (LT03, 468-475)

"I grew up with the same group of staff that joined this school together. We could understand each other and always found chances to discuss and share our ideas. But the job movement was so great that the old staff left and the new ones came. To build up a new

relationship is rather difficult. It isn't easy to open ourselves especially when we don't know at which stage of our life we will depart again. Therefore our relationship is rather detached. In the past when I took up this job, there was a group of colleagues that I could work well with. We had developed our trust and cooperation with each other. Sometimes, we could even share our aspiration and then work it out together. (LT02, 359-386)

The differentiation of responsibilities has made the distinction between senior teachers and "normal teachers" even more remarkable. From an optimistic point of view, division of labour will put things into order and improve the efficiency.

"I can only say that the freedom has caused chaos in the past. On the contrary, I don't think it is a restriction. It makes the school work go more smoothly and efficiently than before....." (MT01: 657-660)

Furthermore, fewer people will be involved in the committee meetings because each function head has to bear more responsibilities. Teachers will therefore attend less meetings and thus save more time. But some teachers may feel that they are being isolated from the school by the fewer chances to take part in the committee meetings.

"..... I don't feel being isolated. In fact, it's a good change in the administration because we can't afford so much time on meetings for discussion. For those who want to know more, they should take initiative to ask or find it out" (MT03: 558-566)

Finally, an established system will help the school maintain a relatively high degree of effectiveness although the staff mobility tends to go up in the recent years. An established system, without depending too much on the guidance of the experienced teachers, can ensure the administrative procedures go smoothly and automatically.

"That is all right. Since a school is an organization so I don't think it is a good idea to rely on friendly relationship to carry out business in school. The school needs to have its own system There is always a change in the staff structure owing to the staff mobility in an organization. Without an established system, the organization will run into chaos. As a result, establishing a system will not cause problems, rather, it is a must." (LT01, 411-420)

From a pessimistic point of view, differentiation of responsibility will lead to a more clearly defined class distinction among colleagues . The head of functional groups have to bear full responsibility for their work . It follows that they will depict detailed rules and regulations for the teachers to follow in order to ensure the quality of work. On the other hand, the rest of the teachers have only a few opportunities to take part in setting up the administrative procedures. As a result, teachers may feel themselves insignificant in the school and hence the intimate nature of the staff relations will be declined.

"I think the greatest difference between now and the past is that there weren't many well established systems at that time (i.e. the first year of his service). The present systems, to a very great extent, are the products of the cooperation and ideas of the colleagues in the past. But now, many systems have set up, and many new staff have joined in. However they could merely work according to the instructions. The team spirit is not as strong as before....." (LT02: 332-353)

"Sure! That is a very direct feeling. I have a strong impression that we are now working according to rules and regulation ! I really treasure in those good old days when we worked together without much formal rules and regulations. I know it wasn't so good. But I felt that everyone did it willingly and happily without caring for reward. But now, I feel that the situation is strict and rigid. The relationship is not as warm as before. I mean, when somebody throws you a document, you can only accept it and do it accordingly. There is

no discussion or alteration. That is it. Sometimes, I feel myself merely like a piece of document." (LT03: 219-228)

In fact, communication between the heads of the functional groups and teachers can mend the loopholes of misunderstanding. However, as time is so limited for both parties, even though they can communicate verbally and face to face, the communication content can still inevitably be confined to business. The social relationship is becoming more and more impersonal and is being relatively ignored.

"..... Communication format is more direct. The sharing of daily life matters becomes less frequent. There are direct talk on business. With the recreation activities, we could build up intimate relations in the past. But now, since people have their own families and they have to care for many other things, the gap in our relationship may be widened." (LT04: B288-317)

"..... To a certain extent, if we strengthen the bureaucratic system, people will pay more attention to their own area of responsibilities. The social relationship will be relatively ignored." (LT02: 611-615)

The establishment of system in the school has different effect on the new teachers and the experienced teachers. For the new teachers, they have no previous experience for comparison and therefore are easier to adapt to the system. However, the experienced teachers have passed from the stage of cooperation to the stage of division of labour. As a result, they can compare the present with the past and hence their comments will tend to be more critical.

For the new teachers, they would like to know the differentiation of the posts so that they may identify whom he should consult with at time of needs.

"..... We may cooperate and work better in different ranks and duties. In fact, if the duties are clearly defined, it would be easier for me to refer the problems to the appropriate senior teachers." (NT01: 338-345)

In addition, new teachers are quite prepared to follow the rules and regulations set down by the heads of the functional groups. They regard this as the criterion for measuring the efficiency and discipline of the functional groups.

"I think rules are necessary. If there is no deadline to ensure the completion of work, everything will be in a mess. In fact, school is a place that should call for observance of discipline from teachers and students. Actually, I've recognized these when I was in the College of Education. Therefore, I don't think it is difficult for me to follow rules and regulations." (NT03: 197-203)

For the experienced teachers, they have enjoyed freedom to do their own ways before the system is set up. The establishment of the system will mean deprivation of their freedom and strict observance to an unifying standard. They consider the change as the restriction on their autonomy and hence their enthusiasm will be reduced.

"..... The establishment of system may call for efficiency. However it would also constitute a pressure on the colleagues because the system would restrict the freedom of teachers. People are strange, if they are not restricted, they will do their best. On the other hand, if they are being restricted, they will become less ambitious and their enthusiasm will also decline. Cooperation with other colleagues will not be so harmonious." (MT02: 386-427)

Moreover, some of the heads of the functional groups and the principal might not have spent sufficient times in communicating the school policy

with the teachers. Therefore the teachers might misunderstand the instruction and policy . This defect will make the teachers to perceive that the school authority is too rigid and without any flexibility.

"..... I mean, the problem lies on the person who makes the instruction. If he isn't sensitive enough or if the instruction is so rigid that everyone has to follow, then the channel of communication will be kept to a minimum If people are asked to follow the instruction rigidly, then they will not argue with it, rather they would do it without objection. However, if they follow the instruction reluctantly then they won't express their opinion anymore in future." (LT04: B576-592)

"..... Last meeting, we discussed about the medium of language in teaching. I thought, it would be a big change to us especially when we are not accustomed to using Chinese as a teaching medium But in the whole course of discussion, I realized that there seemed to be insufficient explanation as on why we should shift to such a direction. Maybe I am not the panel head therefore I am not chosen to be consulted." (NT02: 563-575)

Except in the administrative work, both new and experienced teachers could experience high degree of autonomy in the classroom teaching. Though there is class observation to be implemented by the subject head, the procedure is for formative evaluation. In this school, even new teachers could enjoy high degree of autonomy in teaching.

"..... For example, I have devised a teaching method for today's lesson. However, having delayed by the assembly lesson, I didn't have sufficient time to assemble the apparatus for demonstration in the following lesson. Hence I have to adjust my teaching strategy at once. I found that it was a difficult task for me." (NT03: 074-104)

Besides, teachers could also exercise high degree of autonomy in running extra-curricular activities.

"Initially, I perceived that Christian Fellowship was a very important activity because there were several hundreds of students to attend. Later, I found that even I did not participate the Christian Fellowship, I could still work out the objectives of the Christian Fellowship by running other activities. For example, I could lead a bible study group so that I can have more chance to contact students. I found that I could have more freedom by doing this way." (MT04: 115-162)

It is interesting to note that how a person experiences the autonomy in school depends on how he interprets the rules and regulations. In fact, the school sets up rules and regulations in order to make it run more smoothly. However, the reasons behind are only known to a few function heads. As a result, whenever there are new rules or regulations put forward by the school, they will be interpreted differently by the teachers. It follows that those who hold positively will perceive that the rules are meant for the well being of the school. But for those who hold negatively will perceive that the rules are merely new constraints to the teachers.

"..... We just discussed the photocopying matter in the last meeting. In the past, there was no need to sign up if one wanted to photocopy, but now, we have to. I know that some colleagues are discontented with this new policy, but I feel all right about it. I mean that's all right for just signing a name. If I can't get approval from the subject panel head, I can get permission from you or from Mr. Yeung. You see, it is really not that rigid. I don't think that's a constraint to me." (MT01: 664-678)

"Take an example of photocopy. Some teachers may want to photocopy more for the benefits of the students. They work hard in teaching the students. But if we set a system Well, I also aware that some people did take the advantage of photocopying. But, these people should know what they are doing. If I'm in a hurry to copy the materials for the students, or if the editing requires lots of photocopy, I would try to make things simpler or put things aside because it's quite

troublesome to ask for approval. Indeed, it would not be a good experience if the request for approval is rejected. I will then give up the photocopy work in order to avoid all those troubles. Why should I bother that for nothing? That's a very practical example to show how a system affects our attitude in handling things " (LT02: 432-486)

Summary

In general, teachers were cooperative and helpful. Team spirit was strong especially within the subject panels. Team spirit was encouraged since the establishment of the school. At the initial development stage, all teachers could have the chance to take part in the subject development and the school policy affairs. This stage could be depicted by the first two stages of the model of organizational life cycle (Cameron & Whetten, 1981). The first stage is called "creativity and entrepreneurship" in which marshalling resources, creating an ideology, and forming an ecological niche are emphasized. The second stage is called "collectivity" which includes high commitment and cohesion among members, face to face communication and informal structures, long hours of dedicated service to the organization, and an emerging sense of collectivity and mission. The organizational emphasis is on the internal processes and practices, rather than on the external contingencies.

As the school developed, the school principal required the head of the functional groups to assume full responsibility and to reduce the number of teachers in the committee. This change has led to the reduction of the number of subject or functional meetings and thus in turn reduced the workload of the teachers. Moreover, detailed rules and regulations were made to ensure that the quality of work could be maintained despite there might be any possible high turnover rate. This stage could be explained by

the third stage of the model of organizational life cycle (Cameron & Whetten, 1981). The third stage is called "formalization and control" in which procedures and policies become institutionalized, goals are formalized, conservatism predominates, and flexibility is reduced. The emphasis is on the efficiency of production. However, this change had made some teachers of the late career stage feel that they were being isolated from the involvement of the school affairs.

For teachers in the middle career stage, they perceived that the effect of the change depends on how the teachers interpret the rules and regulations. For the new teachers, they welcomed the setting up of the rules and regulation so that they could identify their roles more easily. Moreover, they viewed the supervision as formative rather than summative.

It was noted that explanation of rules and regulations to teachers was insufficient. It revealed that communication between senior and junior teachers was insufficient. It therefore led to the misunderstanding of the rules and regulations and even the suspicion of the motives of the school. Therefore the ways for communication and the effectiveness criteria should be evaluated from time to time so that the needs of the organization could be met as time goes by.

It was known that colleague relations could be moderated by the school principal. Moreover, misunderstanding between the school and the teachers could be clarified by the provision of more communication channels. Indeed, thorough explanation given to the teachers is much better than the mere demand of them to follow the rules only. Indeed, the school is undergoing the stage of relocating the balanced point for the efficiency demand and the harmonious human relationship. This stage could be explained

by the fourth stage of the model of organizational life cycle (Cameron & Whetten, 1981). The fourth stage is called "elaboration of structure" in which decentralization, domain expansion, and renewed adaptability are seen to occur, and new multipurpose subsystems are established. On the basis of the above discussion, the relationship among the various factors could be depicted as shown in figure 9.

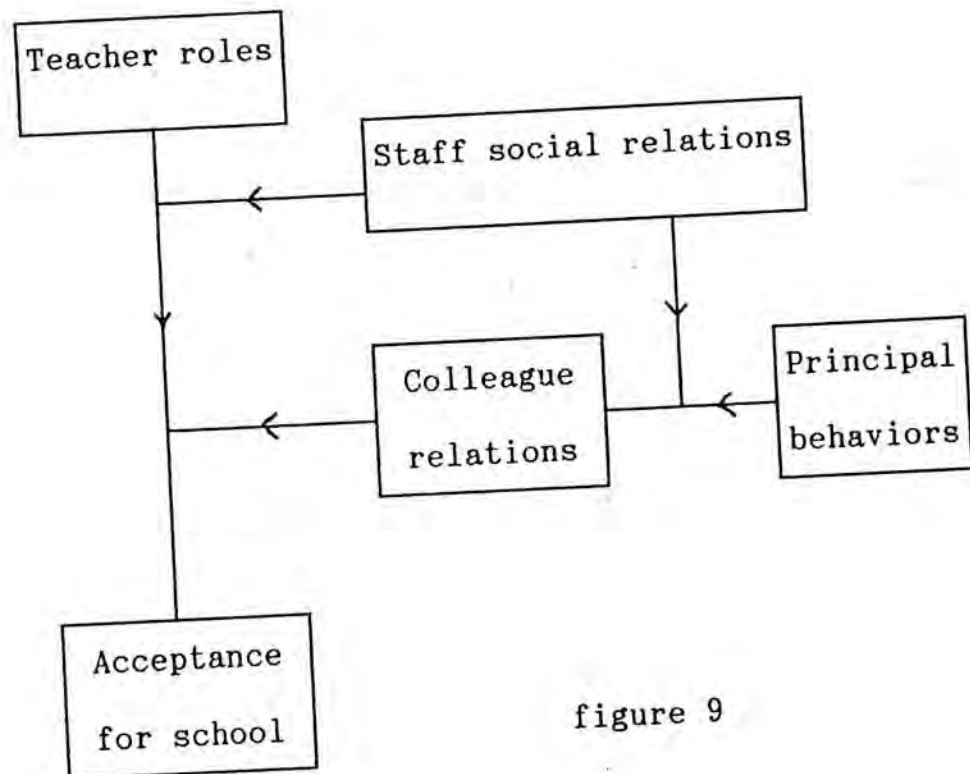


figure 9

Principal Behaviors

The school principal has been working in the school since its establishment. He indeed is responsible for the development of the school. The principal behavior is perceived to be strong in both human and technical aspects (Sergiovanni, 1984). As a human leader, he assumes the role of human engineer by emphasizing concepts like human relations, interpersonal competence and instrumental motivational technologies. He provides support, encouragement, and growth opportunities to the school's

human organization. As a technical leader, he assumes the role of management engineer by emphasizing concepts like planning and time management technologies, contingency leadership theories, and organizational structures. He provides the school with planning, organization, coordination and schedule.

However, it seems that he can not strongly exhibit the charismatic aspect in exercising his principalship despite he has exerted a certain degree of influence on the new teachers. He focused on managing the daily work and spent less time to communicate his vision with his colleagues. As a result, he did not take up the role to define, strengthen and articulate those enduring values, beliefs, and cultural strands that have constituted to the uniqueness of the school. As a result, he seemed not to behave as a charismatic leader who could cause teachers to change their values, goals, needs and aspirations (Bass, 1985; Fiedler & House, 1988; Conger et al., 1988). Nevertheless, the Board of Directors of the school emphasizes that preaching gospel is the main objective of the school. He indeed gave the church and the teachers complete freedom in doing the gospel work. As a result, the religious atmosphere in the school was quite strong.

Human Aspects

Teachers in the early employment career stage and in the middle career stage perceived that the school principal is quite friendly to the teachers. Every year, he conducts at least one class observation for every new teacher. After the observation, he would discuss it with the teachers. His sincere and sympathetic attitude has made the new teachers feel easy to discuss with him.

"As to my appreciation on him, there is one thing I should mention. He is quite patient to the staff and sometimes gives us encouragement. For example, he will give me some advice or encouragement if my work does not meet the requirement. Comparing with other school principals, he does show great concern and understanding for the teachers." (NT01: 430-438)

Moreover, he does not isolate himself in the office room in order to draw a clear line of class distinction. He always patrols around the school. Sometimes, he will chat with the teachers in the corridor or in the staff room. He will give advice or encouragement to teachers who are now facing with difficulties or doing good deeds.

"..... The principal here is quite nice and considerate. At least, he will consider each colleague as an individual and he always maintain justice I mean, he never treat us as his subordinates and will remind us appropriately. He is quite amiable." (MT04: 303-329)

Teachers appreciate their principal for being able to give them insights about the educational problems and teaching methods.

"During our lunch gathering, he will share his experiences in handling the students' problems as well as the teaching methods. I found that this kind of sharing is quite pertinent." (NT03: 296-303)

Moreover, they can perceive that the principal shows concern in the religious matters. He always attends the prayer meeting which takes place once a week after school. The meeting is not compulsory but he hopes that all teachers could attend. However, the attendance of the meeting is unsatisfactory (average attendance rate is 20% of the total number of the staff). He has put the problem of low attendance rate into the agenda of the school administrative group for discussion, hoping that they might find ways to improve the situation. Indeed, various methods have been tried such

as reminding teachers in the staff meeting and prohibiting the students from visiting teachers during the prayer meeting. However, it seems that all of these methods do not work. He does not want to make it compulsory for teachers to attend the prayer meeting. He has been trying his best to attend every prayer meeting in order to set example for the teachers.

"I think the principal would expect the colleagues to do well on the areas of academic guidance, moral guidance and gospel work. I know that he will attend the prayer meeting whenever he has times, hoping to set up a good example for teachers to follow." (NT02: 522-561)

Similar to the experience of the teachers in the early employment career stage and in the middle career stage, teachers in the late career stage perceived that the principal was an approachable, friendly and sincere man. He will not treat the teachers as his subordinates or place them in an inferior position.

"He is a friendly person. He is also sincere when you talk with him. He never shows such impression as he is superior than others." (LT01: 187-204)

However, teacher LT02 claimed that the principal is not as considerate as before and does not always give him encouragement. Most of his suggestions are not considered by the principal.

"..... What impressed me most is his giving us a lot of encouragement in the past. He would encourage us to do better. However, the encouraging words are seldom heard in recent years. When some teachers give suggestions and hope that the school can accept it, it always ends up without conclusion. Some people really feel disappointed about it." (LT02: 394-444)

On the contrary, teacher LT03 claimed that the principal has changed to become more approachable and more readily to share ideas with her.

"..... When I first came here, I felt that the principal was in a high and unreachable position. We didn't have much contact with each other and I did things on my own. But later, he gives more suggestions to me and I can share with him more effectively than before." (LT03: 359-371)

The different experience between teacher LT02 and teacher LT03 can be attributed to the matching of personality. The principal will take advice from persons whom he considers as being able to work independently and cannot cooperate with others smoothly. In fact, the principal appreciates teacher LT02 very much for his working ability, sociability and hard working. He cannot approve his strong and subjective attitude as well as his over dominance in the team work. On the other hand, teacher LT03 is a quiet, hard working and cooperative person.

"I think it is a matter of matching personality. He has greater influences over some teachers but not on others. Actually, to those who could accept him to a great extent, his influence on them will be greater. To those who could not accept him or agree his working method, his influence on them will be smaller." (LT04: B470-482)

Technical Aspects

The school principal is appreciated by his colleagues for having strong personal ability and good personal management skills. He does things with cautions and analyses problems thoroughly before making decisions.

He is expressive and his language ability is so good that he can present his idea without confusion. Moreover, he could comfort the teachers with appropriate encouragement. Three years ago, there were 4 temporary teachers in the school to temporarily substitute the vacancies left by 4

teachers after the latter were enrolled in the refreshment course. Unfortunately, one of the temporary teacher quitted the job in the middle of the academic year. The teaching post was home economics and English. This combination is not easy to find substituted teacher especially in the middle of the academic year. In order to ensure that the students would not suffer too much in particular the English subject which has already under a tight schedule, he tried to rearrange the timetable so that the English subject could be taken by the teachers in the school. At the same time he comforted and encouraged the teachers who took up extra teaching duties. Hence the problem could be resolved and his pressure could be released too.

"I admire his good expression power. His speech is very systematic. His words and questions are so well composed that his idea could be comprehended easily. He can handle the staff relationship well. Maybe he's got some helpers behind the curtain but generally, he is a competent principal." (NT03: 542-562)

"..... He has to handle different opinions. I think the way he manages the different view points is a good example to follow. At least many people are satisfied with what he does. In fact, I feel that he suffers from great pressure too. However, he does not show them his pressure in order not to discourage the morale of the teachers." (MT01: 434-454)

He is perceived as having an analytical mind and his advice is helpful to some teachers. Some teachers will seek for his advice in handling difficult problems like conflict among colleagues or students' problems.

"His words are very persuasive. He has unique ideas and a strong analytical ability." (MT02: 446-458)

"..... We always have some unique problems. His advice on them is quite valuable because he may have

experienced or gone through them before. I think his advice is helpful." (LT04: 435-454)

He also emphasizes efficiency and quality. He expects that the work done in the school should be described in details so that everyone's duty could be comprehended by others. As a result, every one should be responsible for his own duty.

"..... expect the school could achieve efficiency. This can be seen in the circulation of the internal circulars. For example, circulars should be sent to each teacher before the events mentioned in the circular accomplish. The circulars also describe clearly about the duties of the teachers and the detailed procedures of how the work should be done....." (NT04: 235-255)

Relationship to organizational commitment

Despite the fact that the school principal exhibits strong performance in both human and technical aspects in principal behaviors, the teachers will not leave the school even their principal leaves. Teachers are quite clear about their roles in the school and so they will not leave the school merely because their principal leaves. However, how the school principal behaves will indeed affect their acceptance for the school.

Comment of a teacher in the early employment career stage

"I think it is important to know what the new school principal is. If there is a new principal I will spend a year to observe him because I don't know whether I can work well with the new one or not. If I found that his education goals are quite different from mine, or he implements the elitism and gets into quarrel with the teachers, I will consider to leave the school. However, the chance for me to leave the school simply for a change of to a new principal is very low." (NT04: 455-466)

Comment of a teacher in the middle career stage

"It depends on how great the change will be. If the change is so great that I can't adapt to the structure, I will consider to leave. That is, if I can't achieve what I expect then I will leave the school." (MT01: 582-585)

Comment of a teacher in the late career stage

"If the principal quits the job, I may take some time to review my situation. But all depends on the reason(s) of his leaving. If everything remains unchanged and there is only one factor changed (i.e. only the principal leaves the school), I don't think it will stir up a lot of changes in school. Perhaps, the new principal will perform better than his predecessor." (LT04: B664-669)

Summary

The school principal was described as friendly, warm, supportive, capable and analytical. According to the leadership forces hierarchy, his principal behaviors are strong in human and technical aspects (Sergiovanni, 1984). He would entrust duty to a person if he perceived that he was capable and could cooperate with other colleagues. Though he demanded efficiency and quality in school work, he was accepted by the staff. His supportive and considerate attitude could indeed help to reduce the work pressure on teachers and hence they could exercise their roles more freely.

The principal focused on daily school work and did not spend much time to communicate his sense of vision by words or personal examples. It resulted that teachers could not experience his vision and obtain a sense of purpose. Therefore he did not exhibit the characteristics of a charismatic leader who can create or communicate a view of desired state of affairs that will finally induce commitment among those working in the

organization (Bennis, 1984; Bass, 1985). However, the fact that he did not interfere the gospel work of the teachers and the church could meet the needs of the Christian teachers and therefore it enhances their acceptance for the school.

Finally, the relationship among the various factors that have been discussed before could be depicted in figure 10.

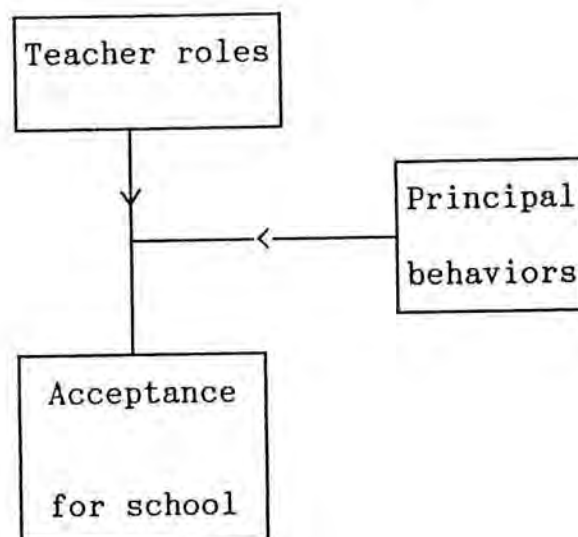


figure 10

Group culture

During the recess time , lunch time or the after school time, students will crowd around the staff room. Teachers are kept busy by the students. Some students are punished by the teachers , some have made appointment with their class teacher for a talk (the school demands class teacher to interview his students at least once a year and write down a few comments on the student file), some are here for clarifying their doubts in the subject. At times in every year, especially when it is near the mid term test or examination, the teachers will book classrooms to give supplementary lessons to both the junior and senior forms. During long holidays, such as summer vacation or Christmas holidays, some teachers will arrange visits or picnic for the students. Most of these activities are

organized by the teachers unmarried. It is not rare that some of these activities are organized by the married female teachers too! On the whole, teachers in this school are busy and hard working.

"..... enthusiastic in work. I believe that such atmosphere could not be found in other school. It is the feature of this school. Besides, working atmosphere here is rather tense. It can hardly be found in other school." (MT04, 358-394)

Indeed, teachers working in this school are willing to help students and value the feedbacks from students very much. Since they have the same objectives they can support each other.

"..... There are some who have first got the educational ideals and then enter the teaching career. Of course, personal growth in the teaching career is also important. That means if you have the intention to educate the next generation then you better work in an atmosphere which shares the same intention. Then you may feel there is a goal that is worthwhile to fight for. Actually, you will give up easily the teaching career if you don't have support from others. Two or three years later, you will feel that you are not willing to do the boring job of teaching." (LT03: 346-356)

"I think by the attitude of the teachers we can see that whether the teachers are willing to help students or not. It is the direction of the school goals. In fact, majority of the teachers treasure this aspect." (LT02, 312-316)

The teachers are so devoted to the work that they are willing to sacrifice their private times. A case provided by the disciplinary group can illustrate this clearly. The school has received a complaint from a resident living in a housing estate near the school. He complained that there were some students of the school smoking near his living area every morning. In response to this, a group of teachers from the disciplinary

group immediately planned to seize these students early next morning (at 6:50 a.m.). The school starts at 8:00 a.m. In fact, teachers are well aware that students' problems are not merely the work of disciplinary group or counselling group, they should be equally shared by the students too. It is therefore not uncommon to see that teachers chatting with students around the school building.

"..... Usually I observe that teachers are willing to spend a lot of time on students." (NT01, 614-615)

"..... For example, teachers will help students to build up a correct value system. I feel that this is the prevalent goal of the school. If disciplinary affairs does not interfere, the counselling group will involve. Even if both functional groups do not take action, the class teachers will start working. I think students are readily influenced by my colleagues." (LT04, B374-409)

In addition, teachers are required to adjust their leisure time in order to meet the demand from the school. Usually, they will sacrifice their private times or reduce some of the church activities.

"I feel that I have to spend more time in my work such as preparing for the lesson, examining the homework done by students etc. Such works are always done in holidays. Moreover, since I have spent long hours in school and hence I have less time to be with my family. As a result, I have to cut down some church activities in order to spare some time for my family." (NT01, 176-190)

From another point of view, the religious atmosphere is seen to be strong. Every morning, the school hall is open to all teachers and students for morning meditation. In average, there are about 40 to 50 students and teachers making use of this facility. Among them, some teachers lead a bible study group. Besides, teachers will make use of other opportunities

to preach gospel. Actually, every teacher has claimed to expect to preach gospel through teaching which is also the goal shared by the school.

"I think it is the vision of the school to emphasize preaching gospel and taking part in the church and religious activities. Indeed, this phenomenon can hardly be found in other schools." (NT03, 528-541)

Furthermore, the school also assign Friday as the Fellowship Day so that only fellowship activity is allowed to take place. Moreover, in order to cater the needs of the different level of students, the school has set up 3 Fellowships. Sometimes, in the teacher retreat camp, the teachers would be reminded of their mission in the teaching career. As a result, teacher are well informed of their mission in the school. Indeed, some teachers are found guilty for not doing enough gospel work in school.

"In fact every colleague also has such mission and differs only on how one commits to his belief. But I think many of us feel regret of not doing enough gospel work because of the heavy teaching work load. Besides teaching, we have to take care of the students' problems. As a result, teachers are so tired that they cannot spare extra time to share gospel with the students. Therefore, I will only response to one religion question raised by the students." (LT01, 686-711)

As we have pointed out before, busy and hard working are the features of the working environment of school. The new teachers are busy because they have to learn how to adapt to the new environment and the working procedures. But for the experienced teachers, they are also very busy because they are not satisfied with what they have achieved. They will review their notes every year to check whether some of the materials have to be replaced. Moreover, they always take up more duties than the new teachers. As a result, they spend much time on meetings and preparing

teaching materials. From another perspective, the new teachers will observe what the experienced teachers behave and project their performances on themselves. As a result, they will demand more for themselves and hence the hard working and busy image of the teachers can be maintained year by year.

"The colleagues are very diligent and responsible. In fact, these are sufficient for me to learn from them and their performance should not be regarded as pressure on me....." (MT01, 478-487)

"I usually communicate with the teachers in my panel or those sitting around me. I appreciate the colleagues around me. Despite the fact that they have good teaching experience, usually over 5 years or above, they still work very hard and do not lose the devotedness. Because of their influence, I dared not to be lazy. Actually, they have set up good examples for me to follow." (NT02, 213-224)

However, everyone is too busy to involve in work so that the time for communication among colleagues is getting less. This is in fact another perspective to account for the decline of the staff social relations that has been discussed before.

"Everyone focuses on his own work and therefore everyone works hard throughout the day. After school, teachers may examine the exercise books diligently. As a result, we have less time for fellowship and sharing with each other. I feel guilty if I sit down and chat with colleagues while so many others are still working hard. I think our fellowship time is on the decrease." (MT04, B011-029)

Summary

Teachers are busy and hard working. They aim at working for the good of students. They are willing to sacrifice their private time for the sake of the students. They perceive that preaching gospel is their obligation. In accordance to the needs of teacher in teaching career, the working

environment is favorable for them to exercise their roles. As a result, the degree of acceptance for the school is also greater. In addition, the school principal admitted that he inclined to recruit teachers whom he perceived as responsible and willing to propagate the Christian faith in school. It results that working for the good of the students is the deeper level of basic assumption and belief that are shared by the teachers and operate unconsciously and that define in basic "taken for a granted" fashion school's view of itself and its environment (Schein, 1985). Moreover, striving to be responsible is the belief and expectation shared by the teachers which in turn produces the working norms and thus teachers in the school are seen busy and hard working (Schwartz and Davis, 1981). As far as they find that the school environment and the group culture could enable them to perform their role smoothly, their acceptance for the school could be enhanced. However, a teacher who has left the school commented that such group culture would constitute work pressure on those whose working pace is of a little slower. They will feel guilty and as the last resort, they will leave the school for another job. The school principal also admitted that some teachers who resigned the job were indeed due to this reason. Hence such kind of group culture would not necessarily constitute higher commitment for teachers to the school. Therefore the relationship between shared values and acceptance for the school could be depicted as shown in figure 11.

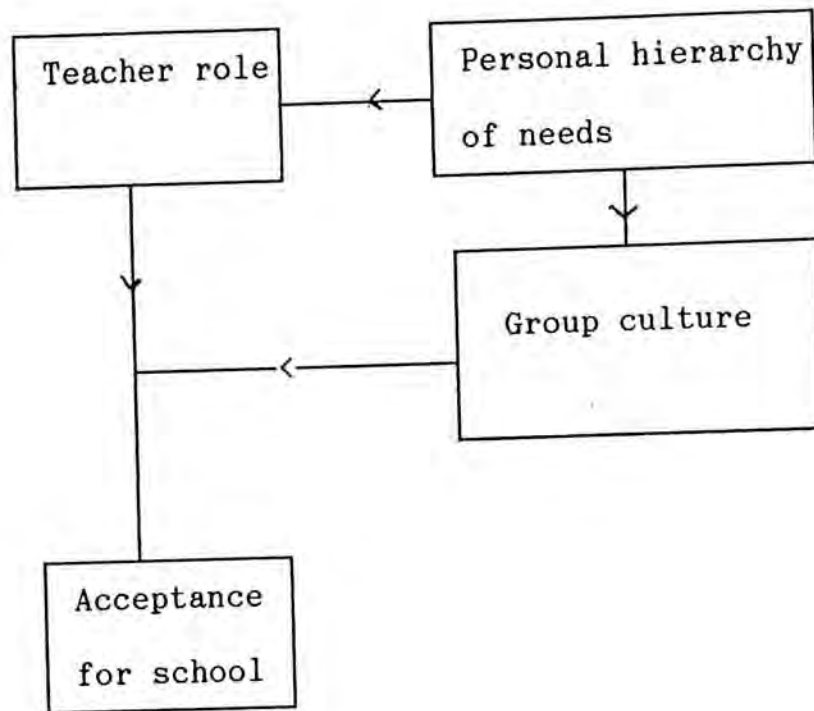


figure 11

Organizational commitment of the teachers

When a teacher can exercise his teacher's role well, he is bound to be satisfied with his teaching. Indeed, this aspect deals with the interaction with students. In whatever school he teaches, this is the basic criterion for keeping him in the teaching career. In order to keep him in the same school to continue teaching, his acceptance for the school has to be considered. The more favorable the conditions for him to exercise his teacher's roles, the higher the degree of his acceptance for the school. Hence he will be more likely to stay teaching in the school (i.e. the greater the organizational commitment). However, even though a teacher possesses two favorable factors -- satisfy with the school and acceptance for the school-- it is still possible for him to leave the school. Therefore, we would introduce the third factor here, namely, assessment of the environment.

In fact, a teacher may constantly consider the job choice alternatives to see his chance of getting another job. Such comparisons may provide him a sense of significance in terms of the market price. Moreover, he may also compare the rewards and achievements of his present job with that of the perspective job. Such assessment will have influence on his intention to leave or stay at school. In other words, assessment of the environment will moderate the effect of satisfaction with teaching and acceptance for school on organizational commitment.

Job choice alternative

Some new teachers choose teaching because it has a high starting salary, comparing with other jobs designated for the university graduates. It follows that when the teachers think of leaving the teaching career, they will also take into account of the possibility of getting another job with comparable salary. As a result, it will not be easy for them to opt for a career change.

"I think it isn't that easy to find a good job in the present job market. In fact, I have not made up my mind to change a new job..... But if I want to get a good job in the editorial field, it isn't easy and the salary will be a bit lower too." (NT01: 535-541)

For the experienced teachers, they will worry about their abilities in competing with others for a new job. They perceive that the environment outside school is changing all the time while the environment of the school remains almost every year unchanged. Hence the longer they serve in school the weaker their competence will be.

"..... it is not easy for me to change job. Since I've stayed in the teaching profession for 2 years and I've got no experience or skills for other job. It is not

easy to find jobs. Besides, as I know, the present job market isn't that prosperous and it is difficult to find a job now." (MT03, 262-267)

For some new teachers and experienced teachers, at the beginning they do not prepare to enter the teaching career. However, they are confined by their personality when looking for other jobs. As teaching career does not require any special entry requirement (as far as the university graduates are concerned) so they enter the teaching career with the purpose of finding out whether they are suitable for the career or not.

"I don't think my personality can fit for many other jobs. Since my speech ability isn't so good, the prospect of my joining the commercial world is destined to be dimmed. Because of all these negative factors, I have no choice but to enter the teaching career." (MT02, 040-055)

Prospect

The social status of teachers in Hong Kong is not valued as high as professions like lawyers or doctors. Therefore, for some teachers, especially for the male teachers, they would rather try another career to test their real potential.

"If I stay in the teaching profession, I won't leave this school because I feel it is a good school. There are so many changes outside and I don't think I can handle them properly. Indeed, I will spend a few years to remain in this school to see if there are any chances for further studies. If chances exist, I will quit my job. I did think of changing different professions after my first year of teaching I haven't entered the competitive commercial world before. I really want to experience how life of the non-educational world will be. That will be the main reason for my leave if I decide to leave this school." (MT04, 218-230)

Moreover, the promotion prospect for teachers is limited. The chance of promotion for a young teacher in an established school is low unless the senior teachers are near their retirement. Therefore the promotion prospect is a factor for consideration in determining whether to stay or leave the school.

"To me, the prospect means chances for development. In fact, it is an important factor for me to consider leave or stay. Possibly, teaching career has not received sufficient attention in Hong Kong. Thus the promotional prospect for teachers is limited....."
(NT02, 350-403)

School factors in comparison with others

When considering to change school, teachers will take the school factors into consideration and compare them with other schools.

Comparing with other schools, teachers in this school perceive that they are helpful and supportive. Moreover, the acceptance for one another is relatively high here.

"But I think it is quite different here, the teachers could share one another, they will share among one another from the biblical point of view. I don't think the neighboring school could do this. In the teachers' prayer meeting, we could pray together, support each other and remind each other. As a result, we may recognize our weak points and learn how to show concern to others. I think this can not be found in other schools." (NT03, 528-541)

"In general, the staff relations is harmonious. The social relations is not detached. The acceptance here is relatively much better than other schools." (LT02, 534-538)

The team spirit is strong in the school. It is a suitable place for people who are willing to cooperate with others to do work and strive to

learn new things. In fact, the colleagues are helpful and ready to help.

"Whether I would introduce this school to him depends very much on his objectives. If he treasures the harmonious staff relations in the working environment, I will talk more about this aspect to him, for example, one will get quite many sincere people to help you. In fact, the staff relations of this school is really not bad." (NT04, 587-599)

"Although some teachers become cooler than before and there are some rules and regulations that confined the development of intimate social relations, the long established relations is so deep that its existence can be felt easily." (LT03, 487-495)

Religious atmosphere

The school is characterized by its strong religious atmosphere. It is a good place for people who are willing to preach gospel through teaching since the Board of Directors of the school and the teachers alike are dedicated to this direction.

"For example the gospel work and the strong religious atmosphere are the features of this school. I believe that these features are attractive enough for new teachers. If you are devoted Christian, you should have no problem to mix into them. Moreover, the staff relations is quite harmonious and the autonomy allowed by the school is also great." (NT02, 652-656)

Furthermore, the close relationship between the church and the school could provide channel for communication between the church members and the school teachers. Hence they may have chance to communicate and share the Christian belief with each other. Teachers indeed can benefit from sharing with the church members to have spiritual growth .

"I could keep in touch with the youth team worker of the church. This opportunity could not be found in other school. I could

obtain the spiritual encouragement when I communicate with them. Such kind of relationship surely cannot be found in other schools." (LT02,470-486)

Personal growth

The teachers in this school are characterized by having heavy work load and therefore they are always very busy. However, teachers working here have the objectives to serve the goodness of the students and to contribute their talent to meet the needs of students. Actually, it is a place for them to learn teaching.

"If he wants to learn more and isn't a lazy person, or isn't too mindful about the work load which is indeed quite heavy here when comparing with other schools. I think it may not be a bad choice to teach here." (NT02, 647-650)

The experienced teachers are devoted and hard working. They indeed have acted as models for the new teachers to follow. In fact, the conveyance of this working norm from the experienced teachers to the new teachers is one of the characteristics of the school.

"Here I could learn a lot of things from my colleagues. I can acquire knowledge from books and school but not personal experience. However, there are so many good personal examples in this school for me to model with." (MT01, 643-647)

Adaptation

It is interesting to note that once people adapted to an environment, they are reluctant to change. As change will call for new adaptation which usually takes time and efforts. Teaching is a profession which depends on experience. In general, the more experience the teacher accumulates, the easier the job he can handle his students.

Teacher NT01 said that she treasures the teaching experience acquired in her first year of teaching and she admits that she will not leave the post easily because she is not willing to adapt to new environment again.

"On one hand, I have acquired how to handle things. On the other hand, I have adapted to the environment. As far as students are concerned, I have got familiar with them. I think I could handle everything here now. I will work more freely and conveniently if I continue to work here. In other words, I need not have to spend time to adapt to new environment." (NT01, 490-502)

As a middle career stage teacher, teacher MT03 values the free time available for her because she could manage her work properly through experience. In fact, if she works in another school, she will have to spend another year for adaptation.

"I have more teaching experience this year and I know how to handle things now without too much effort. As you know, I could not take a rest in the recess or after school last year but now you could see that I could sit here comfortably and could spend more time to do other work." (MT03, 358-366)

As a late career stage teacher, teacher LT03 worries about her personality which she thinks might not be accepted by her new colleagues if she goes to another working environment. She also suggests that she is not young enough to adapt to new environment again.

"I think it is difficult for my colleagues to adapt to my personality or for myself to try to adapt to them. The work in school is rather fragmented and quite different from other work. Hence I think it is easier for me to adapt to other work. I have tried my best to adapt to this school and have overcome a lot of difficulties. Fortunately, it was the time when I was young. Now, if I have to move to another school, I think the degree of difficulties will be even higher." (LT03, 449-456)

Summary

A teacher was satisfied with his work when he was satisfied in his teaching and having a high degree of acceptance for the school. However, he would compare his present working environment with the external environment in order to assess which working environment could meet his hierarchy of needs best. He would compare the factors of job choice alternatives and the promotional prospect with that of the other job fields when he thinks of changing his career. Indeed, the availability of attractive job opportunities should result in less positive attitudes towards the job and organization (Rusbult & Farrell, 1983; O'Reilly & Chaldwell, 1983; Pfeffer & Lawler, 1980). Obviously, money does matter the teachers very much and they would respond to other opportunities for greater earnings.

He would also compare the school factors with other schools before he moved to another school. In contrast to Wong (1989) who has found that teachers intended to move to a school with higher rank offers, teachers in this study expressed that when considering to change school, they would consider whether the school environment could provide opportunities for them to perform their roles smoothly or not. In fact, Goodlad (1984) suggested that most teachers need to feel a sense of personal accomplishment if they are to persevere the difficult work of teaching. There are easier ways to make a living and most teachers who leave teaching do so because they fail to achieve personal rewards in their work. The effects of the intrinsic rewards and the extrinsic rewards on organizational commitment seem to be a paradox. However, in a study of high school teachers, Spuck (1974) found that:

"Extrinsic and ancillary rewards are important to inducing teachers to join the system and remain in the system"; while

"intrinsic rewards were related to job performance, reduced absenteeism, improved peer and superordinate relations and in particular, effectiveness of the teacher's classroom behavior"

Therefore it was insufficient to account for the organizational commitment of the teachers with such simple proposition as "the teacher who values his profession over extrinsic rewards such as salary will be more committed to the school." As a result, on the basis of the above discussion, the relationship between teachers' job satisfaction and the organizational commitment could be depicted in figure 12.

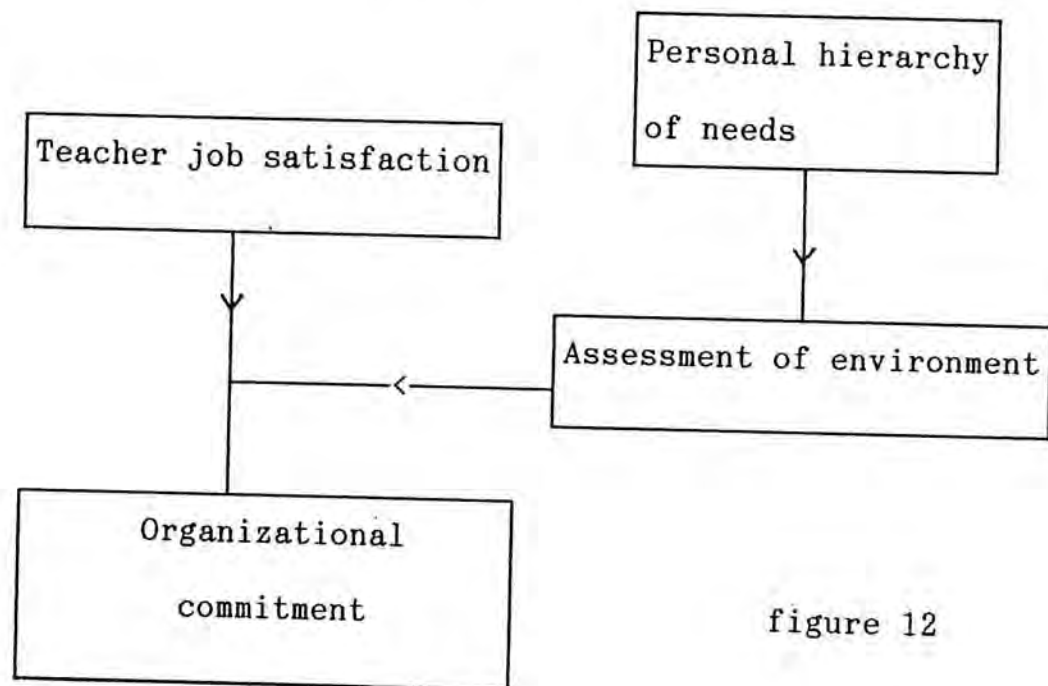


figure 12

Conclusion

From the data in this study, it was found that the development of organizational commitment of a teacher for a school could be explained in terms of the personal factor such as the personal hierarchy of needs, the school (organizational) factor such as the staff social relation, group culture, colleague and school values and environment factor such as job choice alternatives. However, the strength of each factor on an individual teacher depended on which career stage the teacher was in. The organizational commitment of a teacher depended on the teacher satisfaction in teaching and his acceptance of the school. Teacher satisfaction depended on the effectiveness of his performance in his teacher roles which would be readily influenced by the academic and discipline performances of the students. The acceptance of a teacher for the school depended on how he could perform his teacher roles smoothly with minimum disturbances from the school. These disturbances included the staff social relations, group culture, colleague relations, principal's behaviors and school values.

The first proposition suggested that "the more congruent of the teacher's values with the school's values, the higher the teacher's commitment to the school." However, in this study, the data suggested that the congruence of the teacher's values and the school's values was not a guarantee for teacher's commitment. Yet, the congruence of the teacher's values and the school's values would enhance the acceptance of teachers for the school.

The second proposition suggested that "the charismatic leader will make the teacher more willing to commit to the school." The data revealed that the school principal behaviors were strong in human aspect and technical aspect but not in the symbolic or cultural aspect. It means that the charismatic nature of the principal could not be identified.

The third proposition suggested that "the positive shared values of a group towards the organization will make the teacher more committed to the school." The data showed that the group culture among the teachers is busy and responsible. Therefore, the culture contributed to the pressure on teachers to do their best. If the teachers slowed down their working pace, they would feel guilty. In case one could not withstand the pressure initiated by the culture, one would quit the job. Hence, positive culture towards the organization did not necessarily make teachers more devoted to the school from the aspect of their continuation in the school.

The fourth proposition suggested that "the more social involvement in a school which emphasizes the maintenance of friendly relations and inclusion of all personnel as members of the school, the higher is the teacher's commitment." But the data clearly showed that the staff social relation had no relation to the organizational commitment of a teacher to the school.

The fifth proposition suggested that "the teacher who values his profession over the extrinsic rewards such as salary will be more committed to the school." The data revealed that the teacher would seek for satisfaction from the intrinsic rewards like positive feedback from students in his work before making the decision to remain in the school. However, he would also take the extrinsic rewards like colleague relations

into consideration after the intrinsic rewards were satisfied when he considering to continue his teaching in a school. As a result, the statement of the proposition was insufficient to explain the complicated issue.

When a teacher started his career in a school, he would identify his teacher roles so that he could handle his daily affairs in school properly. His teacher roles were determined by his knowledge about the profession as well as his hierarchy of needs in teaching.

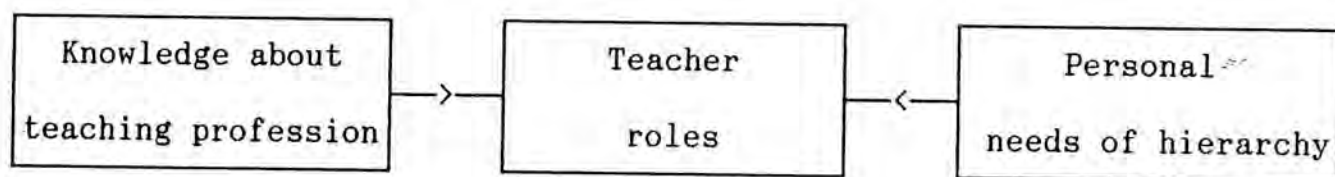


figure 13

A teacher would spend most of his time in classroom and contact with students. He would be satisfied with teaching if he could perform his teacher roles smoothly. However, the students' performance will readily influence his performance in his teacher roles. The more positive responses from the students, the higher his satisfaction is in teaching. It is therefore concluded that teachers' satisfaction in teaching is originated from the effectiveness of his functioning the teacher roles and moderated by the effects of the students' performance on him in playing his teacher roles.

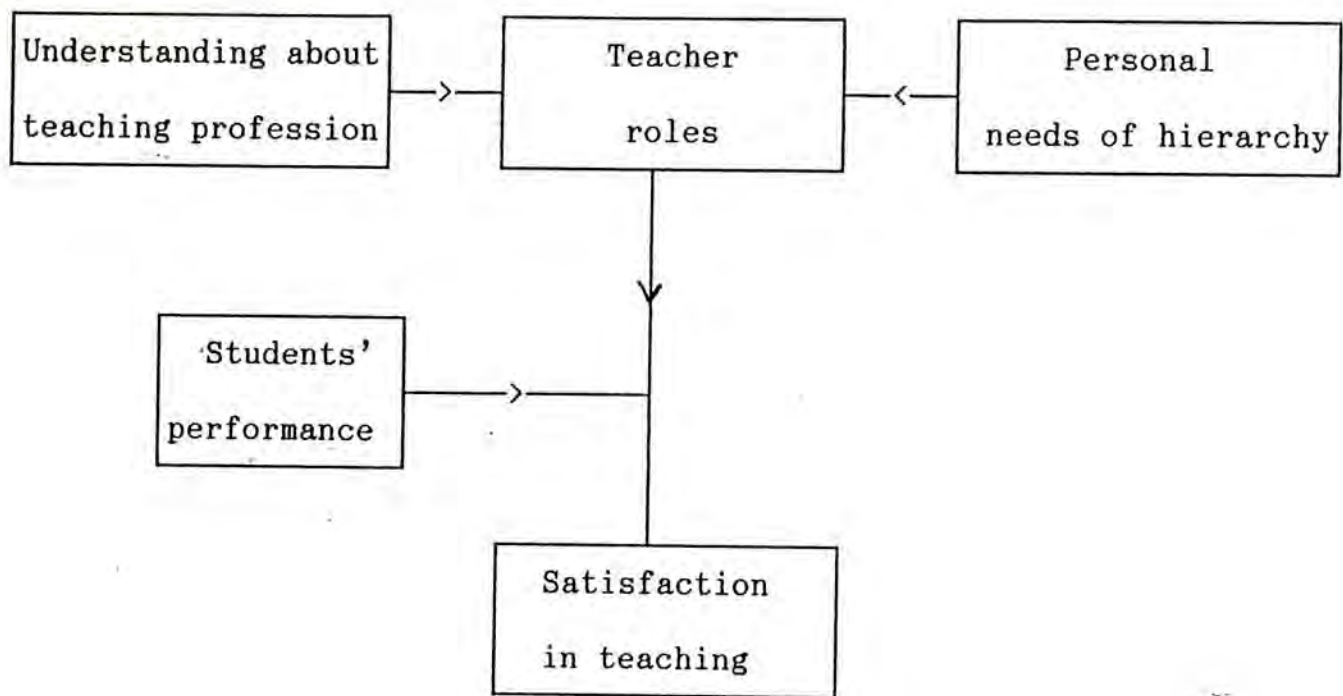


figure 14

On the other hand, a teacher could not avoid the taking up of the administrative work and the involvement in interpersonal relationship with his colleagues in school. In order to perform his teacher roles smoothly, the disturbances from the school should be kept to a minimum. If he perceived he could perform his roles smoothly, his acceptance for the school would be higher. In fact, his acceptance for the school was moderated by the principal's behaviors, colleague relations, staff social relations, group cultures and school values.

It was noted that colleague relations was moderated by the school principal who initiated the change of style for the school administration style from a cooperative one to a bureaucratic one. In addition, it was found that staff social relations could improve the teachers' perception of interpreting the school policy. Indeed, more communication could help teachers to perceive the school policy less negatively. Hence staff social relations could moderate the colleague relations. Furthermore, the school

principal was responsible for moderating the focus of the school values and the screening process for recruiting teachers who were responsible for developing the group culture. The nature of group culture depended on the personal needs of hierarchy of the teachers. Meanwile, the school values should govern the principal's behaviors of making decision not contradictory to its values.Hence the relationship among the factors concerned could be shown in figure 15.

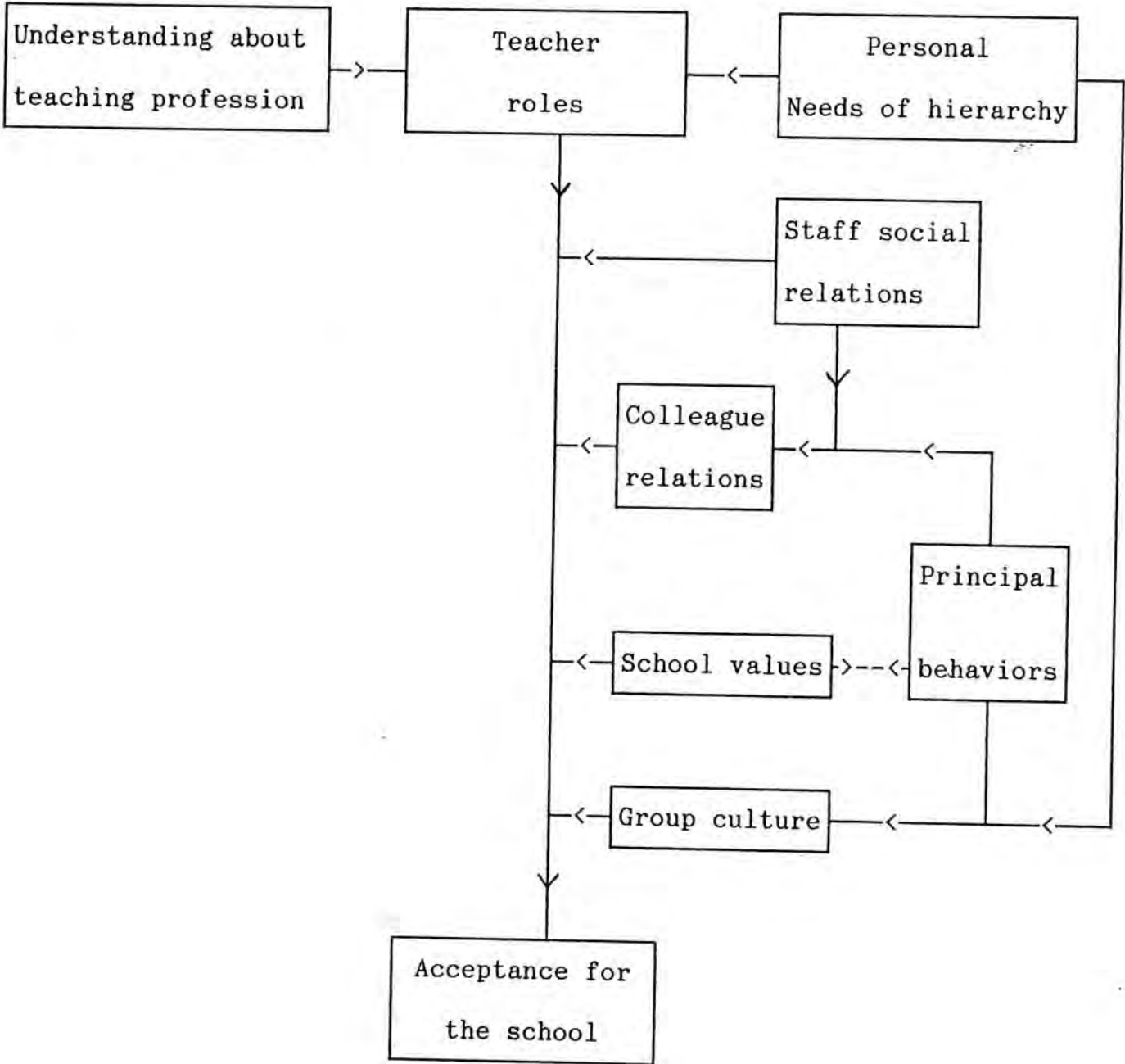


figure 15

It was concluded that teacher job satisfaction depended on his satisfaction with his teaching and his acceptance for the school. A satisfied teacher would be more committed to the school provided that his assessment for the school environment was favorable comparing with that of the external environment whereas his hierarchy would determine how he assessed his environment. In fact, it is possible that a satisfied teacher might increase his acceptance for the school but the data in this study did not indicate in such direction. As a result, such possible could be shown in figure 16 in dotted line.

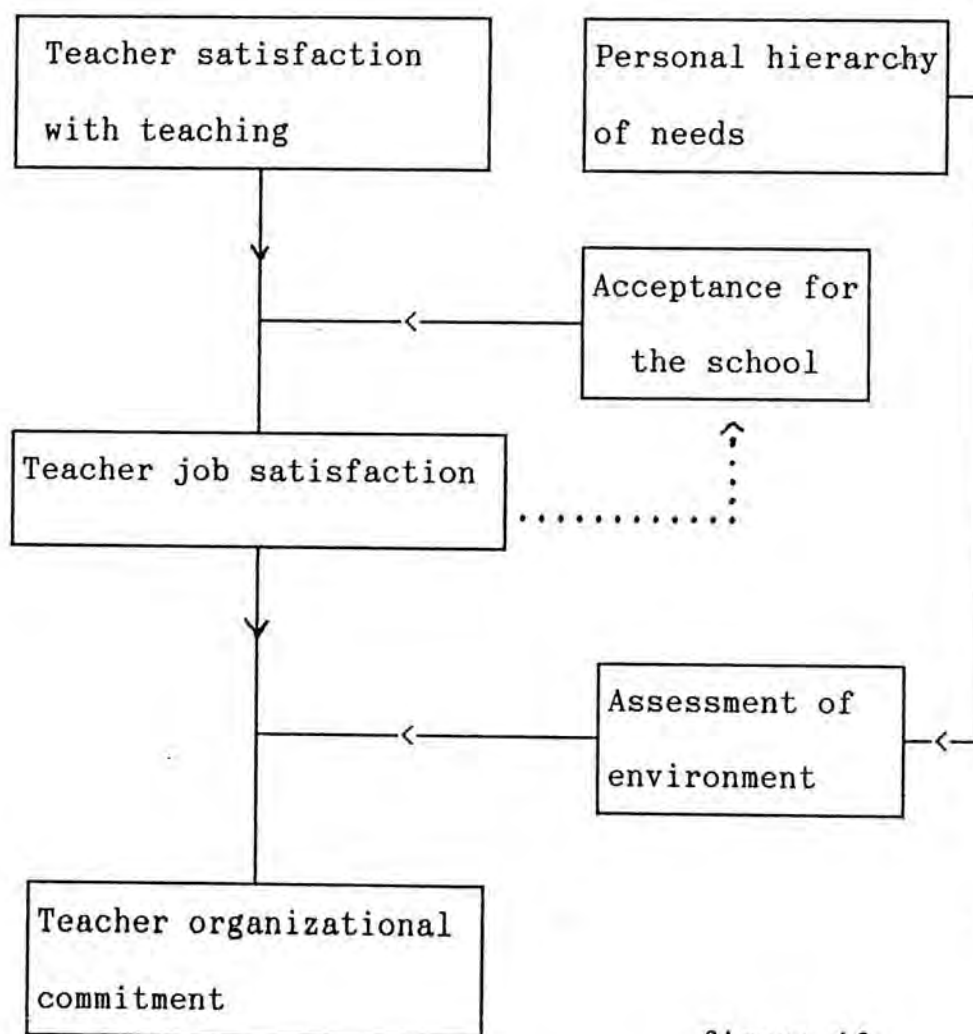


figure 16

In summary, the development of organizational commitment of a teacher could be shown in the following diagram.

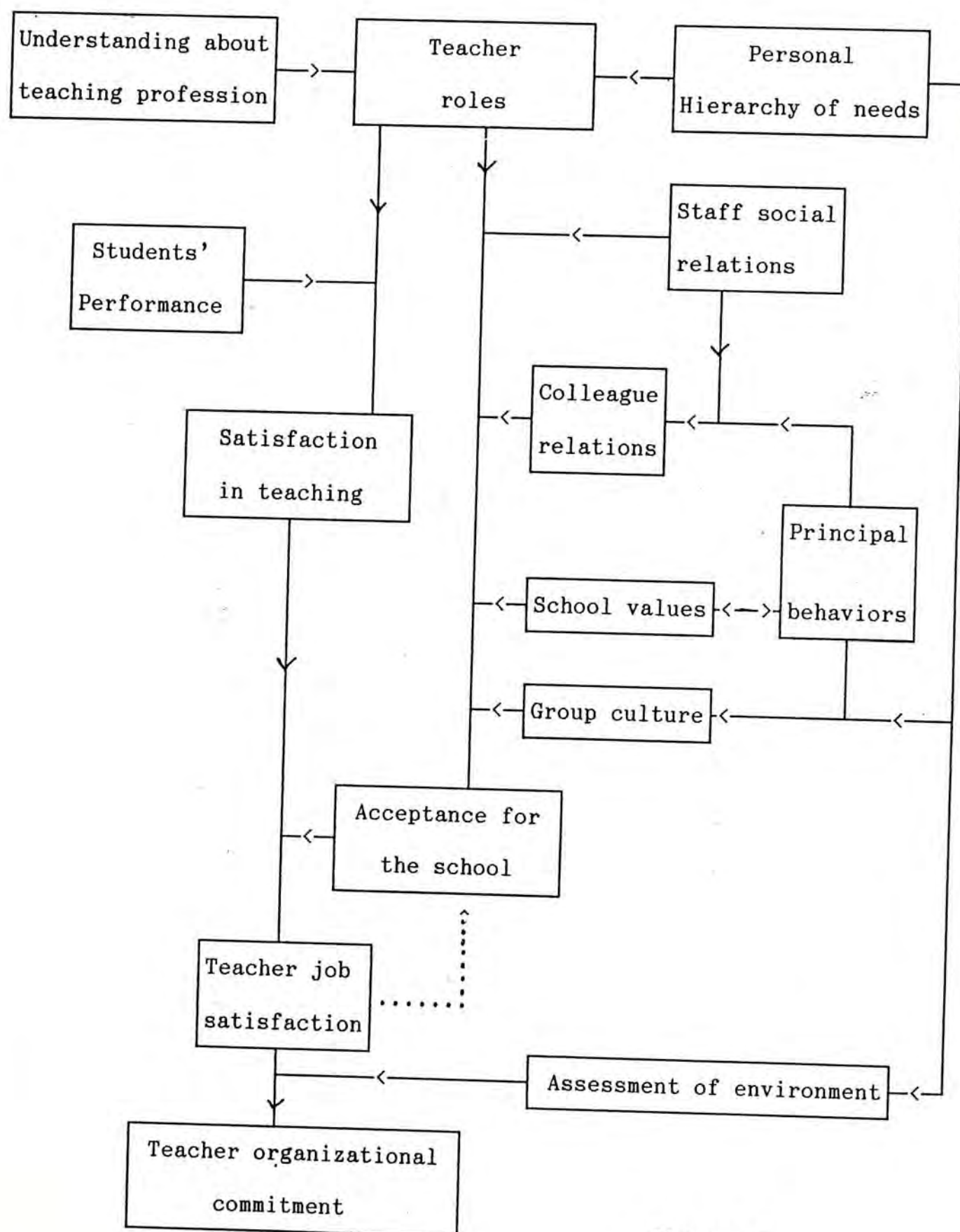


figure 17

Implications for further study

From the above discussion, the following implications may be advanced regarding the administration theory and further study.

The personal hierarchy of needs of teachers at various career stages were different which might induce different perceptions among teachers for the same events in the school. The perception for the change of administrative style from a more cooperative style to a more bureaucratic one was a remarkable example. Teachers at early employment career stage perceived that the bureaucratic system as a means for efficiency and quality but some teachers at the late career stage might perceive the change as a sign of mistrust. However, from the point of view of the school, the need for bureaucratization was a way to ensure efficiency and quality. As the needs of an individual and that of the school would change with time, how an individual and the school would value the needs might also change with time, so the study of educational administration should be viewed not only from the contingency approach but should also from the development perspective.

Group culture was found to dominate the teacher's behaviors in school work. They have the same shared values of working for the goodness of the students and striving to be responsible in their work. They shared similar values because their needs of hierarchy in teaching were similar. It was noted that the teachers' needs of hierarchy in teaching have already laid down in their mind before entering the school. In other words, their common values were not directly influenced by the colleagues or the principal but by the school environment which could be a place to evoke their needs. In fact, the charismatic aspect of the school principal was not strongly

perceived by the teachers. In general, the charismatic leader is the one who causes subordinates to change their values, goals, needs and aspirations. However, it was the principal who put those teachers with similar needs together so that certain type of group culture could develop. Though the school principal was not regarded as a charismatic leader, the new members of the school could be evoked to share the same values as other teachers in the school. The school process is really quite complicated. It may consist of a number of contradictory issues. These issues may or may not cause destructive effect to the organization. As the illustrated example shown, the principal did not give clear directions for his subordinates but he put teachers with similar personality together so that they could develop a specific group culture for the school. Therefore it is worth carrying out the study on the consequence of the seemingly contradictory issues in organization in future research. Moreover, it was more appropriate to take multiple dimensions of leadership style into consideration for similar study in future.

In this study, teachers were found to have strong desire to preach gospel through teaching. The school had no difficulty to convince them to accept its school values which emphasizes on propagating Christian faith through teaching. Moreover, the doctrine of Christianity also emphasizes on responsible and hard working in work. It results that the influence of school principal on the teacher's values might be insignificant. Therefore the effect of pre-entry selection process on the development of organizational commitment was worth studying in future.

C Recommendations

As the needs of teachers at various career stages are different so the same policy would induce different responses from them. Therefore it was recommended that consultation from teachers was necessary whenever new policy was going to be implemented. This procedure could reduce the possibility of causing grievances and could maintain the teachers' morale.

Furthermore, frequent communication between the administrators and teachers should be encouraged so that possibility of misunderstanding is kept to the minimum. The content of communication should not be merely business oriented. It is reasonable for a school to demand efficiency and quality but teachers are important human resources in school that they should be respected. Frank communication can clarify misunderstanding and hence promote teachers' morale.

In Hong Kong, the entry requirement for the teaching profession are rather loose especially for teachers in the graduate master grade. Most of them have not received formal training in education. Therefore they may encounter difficulties in classroom management especially when they do not recognize their teacher roles. In this study, it was found that the organizational commitment of a teacher depends on the effectiveness of his performance in his teacher roles. Hence it is recommended that induction programme should be introduced for teachers especially for the new teachers so that the unskilled teachers can know something about the teacher roles.

Generally, teachers do highly value the autonomy in teaching. As a result, when efficiency and quality are required, trust and respect should also be encouraged. It means that as long as efficiency and quality can be

maintained, any policy that may constraint the autonomy of teachers should be minimized as far as possible. Otherwise, the colleague relations will become isolated and work oriented.

Because of the religious belief, Christian teachers may differ with the non-Christian teachers in their valuation of the personal needs. Therefore it was recommended to attempt similar study for non-Christian teachers so that another perspective for the development of organizational commitment of teachers would be identified.

Finally, the findings of this study were limited to the school concerned only. In order to verify the model proposed in this study, it was recommended that quantitative research with a larger sample of teachers from schools with different goals should be carried out in future.

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Appendix I

Interview Questionnaires

1. Why did you choose teaching as your career?
 - why did you think you are capable to be a teacher?
 - What attracted you to be a teacher?
 - Who did influence on your decision?
 - When and how did you make your decision?
 - What other thing could you do besides teaching?
 - How was the job market availability at the period of your entrance into the teaching career?

2. Why did you choose this school?
 - How did you learn about this school?
 - How was your impression about the principal during interview?
 - Did you have any other schools as your choice?
 - Had you considered the chance of promotion? Why?
 - Did you know the goals and values of this school?

3. Do you think that it is the will of God to let you work in this school?
 - How long had you prayed for the God's instruction for finding school?
 - Did you put religion on the first priority when applying for schools?
 - What was your expectation on your work at the initial stage of your teaching career?
 - Do you find there are any changes for your expectation on your work? Why?

4. What was your first year school life here?
 - What did you treasure the most? Why?
 - What did you feel sad? Why?
 - Did you think your first year school life was sweet or bitter? Why?

5. What are the things that attract you to stay at this school for such long time?
 - Do you think there are any changes for the collegial relationship among the staff between the time of your entry and now?
 - Do you think there are any changes for the intimate relationship among the staff between the time of your entry and now?
 - Do you think there are any changes about the goals and values of the school between the time of your entry and now?
 - Do you think there are any changes for the principal behavior (vision, support towards you, exemplary behavior, articulated skill, his high acting level) that you have perceived between the time of your entry and now?
 - Do you think there are any changes for the bureaucratic structure between the time of your entry and now?

6. During your employment in this study in this school, how often do you think of leaving this school?
 - When and why such impulse occurs?
 - How do you comment your career prospect in this school?
 - Why do you still stay behind today?
 - Do you think it is worthwhile for you to work for the principal because of his charismatic behaviors (vision, support towards you, exemplary behavior, articulated skill, his high acting level)?
 - Will you stay at the school if the present principal has left? Why?
 - Will you stay at the school if your intimate colleagues have left? Why?

Interview Transcript

A sample interview transcript of LT04

I: Interviewer L: LT04

I: 在第一年初教書時，你也不太知道教書是什麼，你是帶著什麼期望來教書？

D01 [L: 我想那時的期望是一段段時間(不同的)。上課時是希望教懂同學明白，大家的
D02 [關係好，即 close 些，即跟他們玩時，大家都開心，考試時希望他們成績好。第一樣我覺得都達到，但第二樣就幾失望，考出來的成績不好，第一年是如此。

I: 到現在來說，你對教育的看法是怎樣？學校能否給予你機會去達到你的看法？

B02A [L: 我自己的想法，我由於工作上接觸學生的原故，特別是在訓導工作裡看見太多頑皮學生，
I05 [我自己在這一年也常提醒自己要教正對他們的看法，即一個頑皮不等於全部頑皮，會比較獨立些去看每一個學生。而我有時會覺得在訓導裡面，很多時是做一些補救的工作，
J01 [錯了後罰他們，希望他們改過，這是比較消極，但中件必要做但不易做，且愈來愈難的，所以會令自己很多時都有 frustration，但當然有時遇到一些學生有進展時，乃靠這些去支持住繼續去做。我覺得在這裡，如果退一步來講，比起其他學校遇到的問題，我們的問題還是少，還可以發揮住，雖然未必是很有趣或消極的如訓導或輔導的工作，但總比一些環境或學生質素情況比我們惡劣的學校所面對的問題容易些。問到這學校環境可否做到你自己所想做的，目前來說，仍可以。即如幫學生去建立一個正確的價值觀念，我看，整體的氣氛是 prevailing 這東西，就算訓導不說，輔導也會提，就算兩者都未提，班主任也會講，很多同事在周圍影響學生。我覺得有一定助力在此。

I: 在你印象中第一年來是見校長，你覺得他一直以來在學校扮演的角式如何？

H03 [L: 我估 ... 我分開兩個階段，如頭五年，我覺得他參予到我們教學上是深入些，可能印象是跟我們打波，很多事他都知 (據我所知)，其實現在他都知，但形象上他就退居幕後，比較處理行政上的事多過頭幾年，那時比較參予我們的工作多些。後五年或近期就少些，同埋著重推動其他方面工作如學校形象或整體我們對學生標準的要求或面對公開試，或將來不斷檢討的分科等工作上多了。

Appendix III

Notations used in this study

1. Code for the subjects

- NT: Teachers at the early employment career stage
- MT: Teachers at the middle career stage
- LT: Teachers at the late career stage

- 01: The first subject at a career stage
- 02: The second subject at a career stage
- 03: The third subject at a career stage
- 04: The fourth subject at a career stage

2. Position of the counter of the tape recorder

The position of the interview transcript was represented by the following notation.

A subject at a career stage: ### - ###

NT or and 01 or
MT or 02 or
LT 03 or
 04

Position of the counter

Appendix IV

Summary of Propositions

Personal Factors

1. Personal values and organizational commitment

The more congruent of the teacher's values with the school's values, the higher the teacher's commitment to the school.

Organizational Factors

2. Charismatic leadership

The charismatic leader will make the teacher more willing to commit to the school.

3. Group culture

The positive group culture towards the organization will make the teacher more committed to the school.

4. Social involvement in school

The more social involvement in a school which emphasizes the maintenance of friendly relations and inclusion of all personnel as members of the school, the higher is the teacher's commitment.

External Environment Factor

5. Job choice alternative

The teacher who values his profession over the extrinsic rewards such as salary will be more committed to the school.

CODE	NAME OF CATEGORY	TEACHERS AT EARLY EMPLOYMENT CAREER STAGE				TEACHERS AT MIDDLE CAREER STAGE				TEACHERS AT LATE CAREER STAGE			
		NT01	NT02	NT03	NT04	MT01	MT02	MT03	MT04	LT01	LT02	LT03	LT04
A	Understanding about teaching profession												
A01	Experience in studenthood	1		2,3	7	3,4			1			1	1
A02	Experience in teacher training			2	15			14	3,4				
A03	Courses undertaking	1				3	3			1	2		
A04	Acquire from friends	1		3,7			2			3			
B01	Personal values												
B01A	Need for achievement	1,2,8, 9,12	1,5,16	4,10	1,2	5,12		7	6,13	6	4	6	1,5,6, 8,9,13 14
B01B	Need for personal growth		2	5	14	2,5,13	3,4			5		2,9	2
B01C	Need for reward	3,13		4,15		12	16		5		1	1,7,8	5,11
B01D	Need for social relationship	3,8,9	1		2,14						1		
B01E	Need for religious atmosphere	3,4,8	1	1,3,11 14		7,9	2,3,12 13	1,2	2,5	1	2,7,8		2
B01F	Need for non-competitive environment	2	1	4	11			11					
B02	Personality												
B02A	Self-initiative and responsible	4,10, 11,13 14,15	1,11	4,8,11	1,2,7, 8	7,8,12		6	5,6,14	2,10, 11,12		11	6,13

Remark: The numerical value is the page number of the transcript of the interviewee

Appendix V - 2

CODE	NAME OF CATEGORY	TEACHERS AT EARLY EMPLOYMENT CAREER STAGE				TEACHERS AT MIDDLE CAREER STAGE				TEACHERS AT LATE CAREER STAGE			
		NT01	NT02	NT03	NT04	MT01	MT02	MT03	MT04	LT01	LT02	LT03	LT04
C	School goals												
C01	Balanced objectives	6,21	7		11,14	7	3,11	9			3		2
C02	Academic oriented	21	3	6,20	5,10, 11				11		3,4	5	3
D	Teachers' roles												
D01	Responsible for students' achieve- ment	5,13, 21	2	2,6,7 17	1,2,8, 9,13, 14	2,6,7, 12	10	1,9		4,6	2,3,4, 9	1,6,10 12	6
D02	Social relationship initiator	1,14	4	5	1,6	2	4	1,4	1,3,6, 7,8	1			
D03	Religion mentor	6,21	4	7,14, 17		6,7	3,4	10	3,6	1	2	1,6	
D04	Teaching instructor	6	2,17	5	7	1,2			3				
E	Social staff relation												
E01	Supportive and helpful	7,8,10 14,16, 17,20	3,4,8	8,10, 15,11	2,4	10		1,3,4, 5,8	8	5			3
E02	Informal activities	10,11		12		4	4			4,6,7		4	5
E03	Personality and social relationship	10	8		3	1,3		9		4,5,6	9	3	3
E04	Relationship to organizational commitment	15	11	14	8,9	11		5		9	9		12

Appendix V - 3

CODE	NAME OF CATEGORY	TEACHERS AT EARLY EMPLOYMENT CAREER STAGE				TEACHERS AT MIDDLE CAREER STAGE				TEACHERS AT LATE CAREER STAGE			
		NT01	NT02	NT03	NT04	MT01	MT02	MT03	MT04	LT01	LT02	LT03	LT04
E05	Relation among teachers of similar status	8	3	8,15		14					9	4	
F	Effect of bureau- cracy												
F01	Work pressure on teachers	16	8	12	1,12 15		5	7,8,13	9		10	5	3
F02	Focus on efficiency and quality	16		11	15	5,13	6,8,15	13	8	6,7,11	10	13	3,10
F03	Work oriented communication		13,14				6	7			4	5,13	5,10
F04	Experience for autonomy	21	5,6	10	1	13,14	5,6	7	11		7,8		11
G	Colleague relation												
G01	Team work		8,13		4		13	12	10	4,14	5,10	10	4
G02	Division of labour	4,7,20	14	12				11,14	10,12	14	10		4
H	Principal behavior												
H01	Human aspect	2,8,15 16	3,12	7	4	8		12	14	3,8		5,8	7,9
H02	Technical aspect	7	3	7,13	5	8	11	12				5	7
H03	Educational aspect	16		13	5	8		12,13	14				7
H04	Relationship to organizational commitment		12	13	10	11	11			7,9	6	11	12

CODE	NAME OF CATEGORY	TEACHERS AT EARLY EMPLOYMENT CAREER STAGE				TEACHERS AT MIDDLE CAREER STAGE				TEACHERS AT LATE CAREER STAGE			
		NT01	NT02	NT03	NT04	MT01	MT02	MT03	MT04	LT01	LT02	LT03	LT04
I	Assessment of environment												
I01	Job choice alter- native	2,8	10	1,3	10,11		1	5,6	3,4,12	8,10	1,2,7	9,10	1
I02	Opportunity cost for being a teacher	5,17	1,2	18	14			9,10					1
I03	Opportunity for personal growth		9,15	16		13		14	6,13			10,13	2,9,11
													14
I04	Staff social relat- ion compares to other schools	16,19	15	15,16 18,19, 21	4,10, 13,15				13,15		6,8	2,11	11
I05	Students' perfor- mance compares to other schools	17		15,19	6,10		9,10 15		13,15		6,9		11
I06	Experience for autonomy compares to others		15			9,10	1,16	14			8		13
I07	Investment in school	3,13, 18,23	9,10		9	5,10		8	12	7,11		10	14
I08	Social status awareness	5	2,9	5									
I09	Principal behaviors compare to other principals	16		8	4	9,11	16		6,13				
I10	Religious atmosphere compares to other schools			19			10,17	14	11,15	9,11	6,7,8, 9		

CODE	NAME OF CATEGORY	TEACHERS AT EARLY EMPLOYMENT CAREER STAGE				TEACHERS AT MIDDLE CAREER STAGE				TEACHERS AT LATE CAREER STAGE			
		NT01	NT02	NT03	NT04	MT01	MT02	MT03	MT04	LT01	LT02	LT03	LT04
J	Group culture												
J01	For the good of students	7,9,20	7,15	18,19 20	5,6	9	9,14 15		9,14	13	4	7	6
J02	Hard working and busy	11	6	18,19		4	16	10	6,7,9, 10	4,13	5,8	2,4	
K	Family background												
K01	Relation with family members	11,12	15		13	12						8,11	12
L	Feedback from students												
L01	Students' perfor- mance	4,5,9, 13,17	5,16	17	1,2, 13	4		2,4,7, 8,10	15	4		2	6

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